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College and Research Libraries

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The Challenge of the 1930's to the 1940's

A summary of developments, proposals, and objectives concerning college and research libraries in the 1930's and 1940's, by the dean of the Graduate Library School, University of Chicago.

WHAT WERE the major developments in college, university, and research libraries during the 1930's? What were the principal proposals advanced for development in them during the decade? What goals may be set up as their major objectives during the 1940's? In this paper I shall undertake to answer these questions.

Major Developments in College Libraries in the 1930's

Seven developments in college libraries may be set down as having been of major importance in the decade just closed.

1. *Book collections.* First of all, the book collections of liberal arts, junior and teachers colleges were greatly strengthened to support effective teaching by grants from the Carnegie Corporation of New York. Grants of from \$5000 to \$25,000 made to eighty-four liberal arts colleges and totaling \$1,011,000 were spent for this purpose. Ninety-two junior colleges received grants of from \$1500 to \$6000—a total of \$300,000—in 1937, and twenty-nine teachers colleges were awarded grants of from \$3000 to \$6000—a total of \$180,000—in 1939. Lists pre-

pared by Shaw and Mohrhardt served as purchasing guides for liberal arts and junior college libraries, and purchases are being made by the teachers colleges under the direction of W. W. Bishop, who has served as chairman of the three advisory committees which have had charge of these undertakings. As a result of this program a new consciousness concerning the larger role which the library plays in the teaching program was developed among some college presidents and faculties, and college library book collections at the end of the decade were much better adapted to teaching requirements than formerly.

2. *Endowed librarianships.* The importance of the library as one of the principal means of achieving the educational and administrative aims of the college was further emphasized by the Carnegie Corporation when it endowed the post of librarian at Lafayette, Oberlin, and Swarthmore colleges and Wesleyan University by giving \$150,000 to each of these institutions for this purpose.

3. *Library standards.* College library standards also received intelligent consideration in the period. The North Central Association of Colleges and Secondary Schools, by replacing quantitative with qualitative standards in its accrediting procedures, laid the foundation for the effective measurement of the college library as a teaching instrument. In these new

standards, as well as in those set up earlier by the advisory committees of the Carnegie Corporation, emphasis was shifted from number of volumes, per student expenditure for books, periodicals, and staff, and other quantitative measures to the adequacy of the book collections which support the course work of the college, the ability of the library and instructional staffs in integrating library use and instruction, and the actual significant use made of materials by students and faculty.

4. *Experiments in teaching.* A logical outgrowth of the changes in the conception of the role of the library in the college was the development of new plans of teaching. The University of Chicago and Stephens College may serve as illustrations. At Chicago, a number of carefully selected instructor-advisers are available to students for conference in offices just off the special college library reading rooms. At Stephens, the librarian is also dean of instruction, some members of the library staff are also members of the instructional staff, and class instruction is carried on in as close proximity and with as much reference to library materials as possible. Both institutions plan to provide buildings which will be designed to facilitate this type of integration.

5. *Publications.* Publications constituted the fifth activity of major importance. The functions of the college library had been defined in a paper entitled "The Emergence of the College Library" in 1931.¹ Randall in his *College Library*, which grew out of his investigation of the libraries of 205 liberal arts colleges, gave convincing evidence that the library was in far too many instances the neglected stepchild of the college. Waples and his colleagues in the North Central Associa-

tion set forth in *The Library* what have proved to be rather sound criteria for judging the effectiveness of the performance of the library in terms of college objectives. Randall and Goodrich, in the *Principles of College Library Administration*, wrote significantly about the duties of the president and instructional staff of the college in aiding the library properly to perform its functions. Wriston² and Wilkins,³ writing from the point of view of the college president, contributed to the understanding of the role of the library in the college, and Johnson,⁴ Raney,⁵ and Kuhlman⁶ gave intimate case studies of the operation of the junior college library in instances in which librarians and instructors worked in close cooperation. *An Estimate of Standards for a College Library* by McCrum, *Circulation Work in College and University Libraries* by Brown and Bousfield, *Carnegie Corporation and College Libraries, 1929-1938* by Bishop, books on library buildings by Gerould⁷ and Hanley,⁸ the volume of papers read before the groups now incorporated in the Association of College and Reference Libraries in 1938, edited by Kuhlman,⁹ and an occasional article by Branscomb from materials which are more extensively treated in his *Teaching with Books*, which appeared in January, 1940, rounded out a decade of fairly definitive writing in this field.

6. *An association established.* A sixth and very significant event of the decade was the establishment of the Association of College and Reference Libraries in 1938 and the launching of the new journal, *College and Research Libraries*, in December, 1939. This double action contemplated the bringing together of college and university librarians into a united, working organization and providing for them a

clearly defined program of action and an official organ of communication and criticism.

7. *Professional status.* Librarianship in the college field became perceptibly more professional in the decade. Evidences of this fact are clear and cumulative: (a) The two associations formed provide for the professional consideration of a common body of knowledge and principles; (b) the new journal supplies a medium of criticism; (c) the body of professional literature is increasingly significant; (d) a definite personnel and salary scheme is being formulated for college and university libraries by the A.L.A., and (e) college administrators in making appointments are seeking librarians who, in their personality, scholarship, professional knowledge, and administrative experience are qualified to direct the library in an educationally and professionally efficient manner.

Major Developments in the University Library Field in the 1930's

The list of activities in the university and research library field during the decade was extensive and notable. The following merit consideration:

1. *Buildings and gifts.* In spite of the fact that the period was one of profound financial depression, of slashed maintenance budgets, and of painful readjustment, it was none the less one in which the erection of library buildings, the provision of gifts for library purposes, and the development of the Friends of the Library movement were unusually noteworthy. The Sterling Library at Yale, South Hall at Columbia, the Deering Library at Northwestern, and the Annex of the Library of Congress stand at the head of a long and imposing list of build-

ings for college and research libraries. The new building at the University of Colorado received considerable attention because it was planned on a functional basis. The gift of \$1,000,000 for the library building in Nashville, which is to serve jointly Vanderbilt University, George Peabody College, and Scarritt College, was likewise notable because it represented a new type of cooperation in the field of higher education in which the library assumed the role of leadership. An amount equal to the building fund was also secured for endowment. The library building completed at Atlanta University in 1932 likewise not only serves that institution but four or five Negro colleges associated with it. Library buildings were also completed during the decade at Howard and Fisk universities which greatly increased the effectiveness of those universities for Negroes. Another factor which contributed to the increase in number of buildings was the financial aid furnished through the Public Works Administration of the federal government. The fine new \$1,000,000 building at the University of Virginia is an example of this type of building.

2. *Friends of the Library.* The 1930's likewise witnessed a considerable extension of the Friends of the Library movement begun by Harvard, Yale, and Columbia in the 1920's. Chicago, Princeton, North Carolina, Duke, New York University, Johns Hopkins, Wellesley, Colby, Knox, and other universities and colleges increased the total organization of this character from three to fifty during the ten-year period. Their development is significant not only on account of the contributions which they have already made to the libraries concerned, but because of the recognition which they give

to the functions of the library in the field of higher education.

3. *Surveys.* Several surveys of university libraries may next be noted. In *University Libraries*, Raney presented the results of the survey made by himself, the staff of the library, and the faculty of the University of Chicago. The publication is notable in that it indicated the extent of the holdings of the library by subject fields and estimated, with equal thoroughness, the materials required to bring the collection up to the point where it could adequately support the program of research carried on by the various departments and schools of the university. Carlson¹⁰ dealt realistically with the financial support of the libraries of seven western state universities, and Wilson, Branscomb, Dunbar, and Lyle¹¹ outlined a program of development for the library of the University of Georgia which would enable it to support graduate study and research as well as undergraduate instruction. A self-survey of the curriculums of Vanderbilt and George Peabody, as well as of the library, disclosed opportunities for avoiding duplication of courses at the college level, and of greater specialization in library resources in the graduate field. The survey of the libraries of the land grant colleges by Brown¹² also appeared early in the decade and revealed their general inadequacy.

4. *Cooperative agreements.* Cooperative agreements of an informal character have been characteristic of college, university, and reference libraries for many years. Frequently cited examples are those of the New York Public Library and the library of Columbia University with respect to the purchase and binding of newspapers, and of the major libraries of Chicago concerning the acquisition of ma-

terials in their special fields. The decade witnessed extension of these agreements in three forms of organization: (a) the gentleman's agreement type of cooperation, as represented by North Carolina and Duke, by which the two libraries exchanged copies of their main author cards, provided for an extensive inter-university loan service, and undertook to avoid duplication in purchase of materials in certain fields; (b) the contractual type as represented by Vanderbilt, Peabody, and Scarritt by which three institutions were obligated, by a thoroughgoing legal instrument, to pool their interests in providing a central library building, acquiring materials for instruction and research, and maintaining adequate library service; and (c) legislative enactments such as those in effect in Georgia and Oregon, as a result of which the libraries of the various state institutions of higher education are united in one library system. The first and second types of agreement have been especially notable in the south, with examples of unusual importance at Chapel Hill-Durham, in North Carolina, and at Atlanta, Nashville, and New Orleans. The libraries of Oregon furnish the most highly developed example of the third type. An extensive thesis describing the various types of cooperation was written by Mrs. M. H. Lowell at the University of Chicago in 1939 and is available from the university on interlibrary loan.

Cooperation has taken other forms of which at least five should be mentioned.

a) *Document centers.* The first of these, and one of the most important, has been the nation-wide understanding reached with regard to libraries which serve as centers for collecting and preserving municipal, state, and federal docu-

ments. This movement was begun by a committee of the Social Science Research Council, but was carried forward by a committee of the A.L.A. of which A. F. Kuhlman and J. K. Wilcox, respectively, have been chairmen. A list of the libraries which are serving in this capacity has been published, and since 1933 six annual publications dealing with various phases of documents, archives, and microphotography have been issued by the A.L.A. under the editorship of the chairmen. A part of this program has been the liberalization of state laws relating to the allocation and exchange of state documents and the revision of federal laws governing the distribution of federal documents.

b) *Union catalogs*. The development of union catalogs and bibliographical apparatus was closely related to the development of document centers. Notable examples of this character are to be found in Chapel Hill, Nashville, Denver, Lincoln, Cleveland, and Philadelphia. The idea of service to scholars on a regional basis has been emphasized in these undertakings, and the foundation has been laid for the easier and quicker location of materials, especially in areas more or less remote from the Library of Congress and the major libraries of the northeastern and north central states. Altogether, some sixty union catalogs of varying scope are now in existence. These catalogs not only serve local scholars directly, but, by supplying cards for unusual items to the Union Catalog of the Library of Congress, they have increased its service as the major finding list for the nation.

c) *Resources for research*. Cooperation in the description of the resources for research found expression in the south through the publication of *Resources of Southern Libraries* by a subcommittee of

the A.L.A. Board on Resources of American Libraries. This study, made possible by a grant from the General Education Board and carried out cooperatively by southern librarians under the chairmanship of R. B. Downs, indicates the nature and location in the south of some 10,000,000 titles available for the use of scholars. It supplements information contained in the Union Catalog of the Library of Congress and the *Union List of Serials*.

d) *Cooperative cataloging*. Participation of university libraries in cooperative cataloging made significant progress during the decade. Entries for new foreign books not in the Library of Congress and analytical entries for monographs in series not cataloged analytically by it were prepared by a number of cooperating libraries under the auspices of the Cooperative Committee of the A. L. A., the cards being printed by the Card Division of the Library of Congress. Cards for 23,841 different titles were reported at the time of the last published report in June, 1938. Inclusion of decimal classification numbers on printed cards of the Library of Congress was also a development of the last decade.

e) *Union lists*. The importance of the record of cooperative enterprises during the decade was also increased by the publication of a number of union lists in special fields and by the tremendous amount of bibliographical assistance given libraries through the Work Projects Administration and National Youth Administration. Among the former lists were: *American Newspapers, 1821-1936*; a *Union List of Files Available in the United States and Canada*, edited by Winifred Gregory; *Census of Medieval and Renaissance Manuscripts in the United States and Canada*, edited by Seymour

de Ricci; *International Congresses and Conferences, 1840-1937*; *Union List of Publications Available in Libraries in the United States and Canada*, edited by Winifred Gregory; and the *List of Serial Publications of Foreign Governments, 1851-1931*, also edited by Miss Gregory. The aid rendered by W.P.A. and N.Y.A. took a wide variety of forms, but was particularly notable in the compilation of union catalogs and in the preparation of innumerable local lists of newspapers, municipal and state documents, indexes to local historical collections, etc.

5. *Microphotography*. Possibly the most rapid and spectacular development of the decade took place in the field of the photographic reproduction of library materials, especially reproduction on film. This development expressed itself in a number of ways. The following require special mention:

a) *Bibliofilm Service*. In 1934 Bibliofilm Service was inaugurated in connection with Science Service and the Library of the Department of Agriculture in Washington. Through this service it became possible to secure the reproduction on film of articles or materials which previously had been supplied through inter-library loan, or to secure copies on film of any manuscript deposited with the service. The cost per page for such reproduction has been kept low—approximately one cent per page—and as devices for reading film have been developed and installed in libraries, the amount of material which can be made available to scholars has been greatly increased.

b) *Equipment*. The perfection of cameras for use in making films and of machines for reading them received constant attention throughout the latter part of the decade, and newer types of

apparatus largely supplanted earlier cameras and projectors of an amateur character. The interest in these devices was so great that extensive exhibits of them were made under the direction of M. L. Raney at several of the midwinter meetings of the A.L.A. at Chicago, and at the annual meetings at Richmond, New York, and San Francisco. A committee on the Photographic Reproduction of Library Materials was appointed by the A.L.A. in 1936 to consider various matters in this field and to serve as a clearing house for information on this subject. An exhibit of cameras and reading machines was maintained at the Paris International Exposition in 1937 under the auspices of this committee through a grant from the Rockefeller Foundation. Dr. Raney and Herman Fussler, of the University of Chicago, were in charge of the demonstration.

c) *Film laboratories*. The availability of suitable equipment and the demand for low priced reproduction offered by micro-filming made possible the establishment of major and minor laboratories in many libraries throughout the country. The largest and most fully equipped laboratories are those of the National Archives, the University of Chicago, the Library of Congress, and Bibliofilm Service of the U. S. Department of Agriculture Library. Moreover, the major universities have installed filming facilities or made arrangements for filming by commercial organizations within their libraries. Capacity production, experimentation in the development of better apparatus and filming processes, the formulation of specifications for installations in other libraries, and information concerning the use and storage of films can now be provided.

d) *Materials filmed*. The availability

of reading equipment in libraries and the astonishingly low cost of reproductions that are made possible by microfilming resulted in a series of major filming projects, some purely commercial, others of a cooperative noncommercial nature. Among the latter were the filming of the Agricultural Adjustment Act and the National Recovery Act hearings, the filming of foreign current newspapers (sponsored by Harvard University), the filming of books in English printed before 1550 by University Microfilms, and the filming of French Revolutionary journals by the A.L.A.-University of Chicago Demonstration of Microphotography at the Paris International Exposition in 1937. The widespread reproduction of current and back newspaper files either through Public Works Administration projects or projects sponsored by the publishers was carried out during the decade, so that approximately one hundred and forty of the major American newspapers are now available in film form.

e) *Professional organizations.* To facilitate the work of librarians, archivists, and others interested in greater use of film, the A.L.A. Committee on the Photographic Reproduction of Library Materials was formed in 1936, the American Documentation Institute was formed in 1937, and the *Journal of Documentary Reproduction*, a quarterly issued by the American Library Association, began publication in the winter of 1938. Further assistance in this field has been provided through the Committee on Scientific Aids established by the Carnegie Corporation and the active participation of other foundations.

6. *New library associations.* Reference has been made earlier to the organization of the Association of College and Refer-

ence Libraries in 1938. This association was preceded by the organization in 1932 of the Association of Research Libraries, which has held meetings regularly since its establishment and has given consideration to a number of questions relating to research libraries. It has assumed responsibility for the publication of the annual list of doctoral theses formerly published by the American Council of Learned Societies, has dealt with the acquisition of foreign periodicals, and has considered other subjects of interest to major research libraries. It sponsored the publication of the *Union List of Newspapers*, published by the Bibliographical Society of America, and has cooperated with other associations and organizations in library matters affecting inter-association and international interests. As soon as war was declared in September, 1939, it joined other library organizations in a concerted effort to secure uninterrupted receipt of German periodicals.

The activities mentioned above have been connected directly with university and research libraries. A number of activities affecting libraries which have been carried on largely by organizations of the federal government and have added to the significance of library service may now be mentioned.

1. *The National Archives.* The establishment of the National Archives, the appointment of R. D. W. Connor as the first national archivist, the organization of the Association of American Archivists, and the founding and publication of the *American Archivist* may be placed at the head of this list. All of these movements have affected librarianship in the United States, and, as the work of the national and state archives develops, the extent of the influence of these organizations upon

research libraries will be increased. Several courses for the training of archivists have been provided by the library schools of the University of Chicago and Columbia University, and many university and research libraries have been involved in various archival enterprises undertaken by the national and state organizations. The Historical Records Survey has been of national scope and has involved libraries in every section of the country. The task of locating, cleaning, mending, and describing records of local, state, and national importance and of making inventories of early imprints has been undertaken on a large scale, and a tremendous amount of material has in this way been made available to scholars.

2. *The Library of Congress.* The Library of Congress engaged in two activities during the decade which further increased the value of its services to libraries. It inaugurated a nation-wide cooperative service for the location of materials not to be found in its Union Catalog and helped implement a plan of cooperative cataloging by means of which extensive series of monographs and transactions of learned societies are being analyzed and cataloged.

3. *Other federal agencies.* Two federal agencies established during the decade gave evidence of their interest in library development. The National Resources Committee, in its study of the resources for research in the United States, devoted a chapter to the description of the resources and services of the Library of Congress in the field of research, and the Library Service Division of the U. S. Office of Education prepared, with the A.L.A., a new form for the collection of data concerning college and university libraries. The division also held a special

conference of librarians and directors of library schools in 1939 to consider a concerted program of research in a number of phases of librarianship, some of which lie specifically in the college and university library field.

4. *International relations.* The International Federation of Library Associations held its second conference in Spain in May, 1935, and the U. S. Department of State held a special conference on cultural relations with Hispanic America at the Library of Congress in November, 1939. Major research libraries of the United States were represented at both conferences as they have been at other conferences concerned with libraries and documentation, and the role which American libraries could play in the affairs of world scholarship was clearly evidenced.

Major Proposals for the Development of College and University Libraries in the 1930's

Numerous proposals for the development of the libraries under consideration were made during the decade. Many of them have already been carried into effect, others are in the process of being carried out, and still others are receiving consideration. Eight of these seem to justify inclusion here. Five were related to matters not connected with federal agencies. Three, on the contrary, involved federal action. All were concerned primarily with the multiplication of resources for research and the extension of facilities for their use.

1. *Union catalog costs.* The decade witnessed the rapid multiplication of union catalogs. Altogether, some sixty odd were in existence at the end of the decade, a description of which is now being prepared by Arthur Berthold of the Phila-

delphia union catalog. As a result of this rapid growth, representatives of the A.L.A. and the American Council of Learned Societies named a committee late in 1939 to seek funds for a study of the cost of developing and maintaining such catalogs and the character and amount of service rendered by them. Several students at the Graduate Library School of the University of Chicago have also been engaged in the study of the potential users of such catalogs and the cost to contributing libraries in maintaining them.

2. *The Philadelphia bibliographical center.* Closely related to this proposal is that of the Bibliographical Planning Committee of Philadelphia for which the University of Pennsylvania received a grant of \$20,000 in 1939 from the Carnegie Corporation, to study the role of union catalogs and other bibliographical apparatus in serving scholars, libraries, and the business and industrial interests of a metropolitan area. This study was started in 1939, and a preliminary report concerning it is to be made early in 1940.

3. *Resources for research.* As indicated earlier, a subcommittee of the A.L.A. Board on Resources of American Libraries published the *Resources of Southern Libraries* in 1938. This board proposes the extension of this type of description to the resources of scholarly libraries throughout the nation. The suggestion has been made to the board that this is a matter which might well be brought to the attention of the National Resources Committee and to those organizations which have been responsible for the activities embraced in the Historical Records Survey.

4. *Libraries for little used books.* As far back as 1902, President Eliot of Harvard University advocated the estab-

lishment of libraries for little used books. The matter has received little consideration in the United States in recent years, but such storage has been provided in several instances, notably by the Bibliothèque Nationale, which built an extensive annex at Versailles to house materials not frequently in demand. Storage for newspapers has been provided for a number of years by the British Museum, and the London School of Economics has for some time maintained a section of its building for infrequently used volumes.

The proposal has recently been made anew by President Hutchins of the University of Chicago, who advocates the provision of such a building which would serve not only the University of Chicago, but other universities and libraries of the middle west. The Bibliographical Planning Committee of Philadelphia is also considering certain aspects of the question in relation to the libraries of the Philadelphia area. The fact that the American Council on Education has a committee exploring the possibilities of more extensive cooperation in the field of higher education and that the Southern Conference on Education devoted its 1939 meeting to a consideration of cooperative enterprises add importance to the proposal.

5. *Library studies in translation.* A proposal was made in 1938 by Dr. Pierce Butler to the A.L.A. and the American Library Institute for the translation into English of important papers in foreign languages dealing with scholarly libraries in other countries. Many of the problems with which American libraries are now dealing have been seriously considered by European libraries and careful studies bearing upon them are to be found in foreign publications, but are not easily available on account of the difficulties of

language. A joint committee of American and European libraries has been appointed to carry out the undertaking.

6. *Regional libraries.* The first of the proposals involving federal agencies was submitted by the Honorable Ross Collins of Mississippi. It was embodied in a bill, introduced in the House of Representatives in 1937 (H. R. 3699, 1st Session, 75th Congress), which provided for the establishment and maintenance of five regional libraries at New York, Memphis, Chicago, Denver, and San Francisco, the libraries to be the property of the United States and supplementary to the public library system of the United States. These libraries were to receive most of the books copyrighted in the United States, and they were to be regional depositories for United States documents. The bill was not acted upon and the proposal has not been widely discussed. It served the purpose, however, of centering thought upon the idea of regional library service and the development of resources of research at places other than Washington.

7. *Federal Library Council.* In *Library Service*, Carleton B. Joeckel proposed in 1938 that a Federal Library Council, composed of representatives of federal libraries, should be established to coordinate the policies and procedures of the libraries of the federal government. It was suggested that it maintain close relationship with the National Resources Committee and that through grants-in-aid and the services of its own libraries, the federal government "should aid in the development of regional library centers for library service and in a general program of cooperation and coordination of library resources on a regional and national scale."

8. *Foreign materials threatened by war.*

A final composite proposal which assumed fairly clear form in the last months of 1939 relates to acquisition of materials in Europe and other countries which are essential to American scholarship. The proposal involved the cooperation of libraries, foundations, and federal agencies, especially the Library of Congress and the U. S. Department of State, and was emphasized by the conflagration of war now raging in Europe and other parts of the world. Recent events have made it only too clear that the libraries of the United States must assume the responsibility for securing and preserving for scholars much of the material previously available in other countries but now seriously threatened with injury or destruction.

The proposal or proposals under this rubric came from a number of sources—the Library of Congress, various national and local associations, and individual libraries and librarians—and they all emphasize the necessity of speeding up the acquisition of such materials. Three methods of acquiring them are suggested: (a) acquisition of foreign governmental documents through exchange arranged by the appropriate agencies of the federal government; (b) purchase of materials through individual libraries and the Library of Congress; and (c) acquisition of film through libraries and federal agencies. The emergency is such that all of these methods, including grants-in-aid from the federal government, may be necessary to secure materials if they are to be available to scholars in this part of the world where they may be preserved and considered in an atmosphere which makes objective study still possible and fruitful.

Objectives for the 1940's

With two strong associations of college

and research librarians recently organized, with additional organizations in the fields of archives and documentation, with new journals established in both fields, with so much solid achievement on the part of libraries recorded in the past decade, and with the determination of libraries to go forward in the 1940's, American college, university, and research libraries should find a forceful challenge in the decade ahead. A program which would point the way to certain major ends and could be pursued with enthusiasm would include: (1) the development of regional bibliographical centers; (2) the description on a national basis of resources for research; (3) the provision of regional libraries for infrequently used books; (4) the organization of a Federal Council on Libraries; (5) the cooperation of libraries, foundations, and agencies of the federal government in the acquisition through exchange and purchase of documents, books, periodicals, manuscripts, films, and other foreign materials essential to the promotion of American scholarship; and (6) the development of a program of research and publication in the field of college, university, and research libraries which will enable these institutions more effectively to play their important role in higher education in America.

If any one aspect of this program should be singled out for special emphasis, it should be that of cooperation in the provision of resources for scholarship on a scale hitherto unknown. The frontier in higher education and the day of institutional rugged individualism, like the physical frontier, have passed. If the scholarly libraries of America have sufficient imagination, it is within their power to supply the leadership necessary in this new form of educational statesmanship.

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The Librarian's Task in Improving Personnel

The librarian of Princeton Theological Seminary discusses factors making for staff members' growth in service.

THE MOST pressing personnel problem in the library profession, as we face it in some important recent appointments, appears to be the problem of the mature librarian. The librarian in service must be kept at the peak of efficiency and must develop a comprehensive ability to master the educational situation which confronts our libraries. The library has been the center of instruction for students and faculty. Can the library now develop an aggressive program for employing its own resources and its contacts with instruction and research to improve the quality of its own personnel? The preliminary training of librarians in college and professional schools occupies comparatively few years. Decisive as it may be in many instances, even more important are the educational influences which surround the librarian throughout his later career. Consequently, the administrative librarian bears the main responsibility for keeping such educational forces active in the profession.

Selection of Candidates

The librarian has a unique opportunity for picking out, early in their college career, students who give promise of unusual ability for library service. The usual

criteria of social and educational background, personality, and administrative ability will, of course, weigh heavily in his judgment of candidates for librarianship. Yet the personal contacts of the librarian with students make it possible for him to weigh the more vital and intangible factors of personality. Among these factors stress should fall upon the possession of the right kind of scholarly abilities and on some promise of the ability to correlate library services with various fields of knowledge and with educational procedures.

Depth vs. Breadth of Scholarship

In recent years the necessity for sound scholarship has frequently been stressed. The academic course of the librarian must lead to a knowledge of more or less extensive fields of learning and to a real understanding of what goes on behind the scenes of scholarly work. This scholarship must not be mere pedantry. A scholarship which stresses the relevance of knowledge and research to the intellectual and social structure of our times is needed. It is precisely in this respect that intensity of scholarship in one field can contribute very directly to the comprehension of the fundamental relation which the library has toward the processes of scholarship. But in actual practice in the training of personnel a serious difficulty has arisen because depth of scholarship has seemed

to be antagonistic to the wide comprehension of knowledge which is so essential to competent library service. One cause for this may be that too little attention has been paid by both instructors and librarians to the points of contact between a specialized subject knowledge and allied fields of learning. Subject knowledge, when viewed in the light of its relation to allied fields of thought, can open a direct path to broad and comprehensive learning, if the scholar, starting from his specialty, extends his knowledge in ever widening circles. The extension of knowledge to many fields is indeed valuable for librarians who supervise special and departmental libraries, but it is absolutely essential for librarians who serve in university and research libraries. Survey courses, however useful they may be in presenting a background of general information during the first two years of college, would appear to be insufficient to guarantee this end, because in themselves they fail to provide for any depth of learning. Therefore, candidates for librarianship, in addition to a broad cultural background, should acquire a type of scholarship which stresses the relation of a subject specialty to allied fields of learning, and which reveals the vital relationship of scholarship to the structure of our times.

It would appear, in the majority of American universities and graduate schools, that this end can rarely be achieved without the aid of a direct contribution by librarians to the intellectual life of the students. If the needed factors cannot be incorporated in the educational program of the whole institution, the objective must be achieved at least for possible candidates for librarianship. Here the librarian bears the responsibility for

the selection and early training of his future colleagues. Suitable persons, who possess the general qualifications for librarianship, can be singled out for personal supervision, with a view to developing the intellectual characteristics which library work demands. Some of the influence of the librarian may, perhaps, be exerted in the form of counsel regarding curricular studies. Yet, more general assistance may be given, without specifically basing the appeal on the requirements of library work, by influencing the outlook of the student toward his studies, and by actively urging the acquisition of necessary qualities as desirable possessions of general learning.

Capacity for Growth

When a candidate apparently possesses specialized subject knowledge and gives evidence of some ability to extend his learning widely into all fields of scholarship, his prospects for future achievement must be weighed. Wide knowledge in an accurate form appears to be the possession of only the older librarian who has spent many wise years in service. Even more important than the mere possession of various static qualifications is a certain curiosity, an intellectual and emotional drive, which gives some guarantee of future growth. The capacity for growth is something that is very hard to measure in any given individual. It probably can best be measured through a personal interview in which considerable attention is paid to the individual's plans and undertakings, to his awareness of the most recent developments in various fields and to his ability to discuss critically and with sound judgment the newest topics of interest. Careful selection will be needed to obtain librarians whose abilities

will increase with age and experience.

Careful consideration should be given to the candidate's prospects of developing the ability to adapt library routines to desirable educational objectives. At present there would appear to be no satisfactory procedure for judging this ability in the early stages of training. However, it should be noted that students who do have a general capacity for this correlation will at first view librarianship with an outlook already integrated around factors unrelated to library work. Consequently, these students may at first seem more hostile to librarianship than others. The crucial issue is whether or not these students are willing to achieve a reintegration which gives full play to the professional library outlook. At this point the influence of the librarian may be most helpful by thorough discussion of the relation of routines to knowledge, the social structure, and educational objectives. If this process of reintegration is undertaken early enough and is wisely effected, the candidate presumably will retain much of the vitality of his scholarship for use in his librarianship.

It is indeed difficult for the librarian to judge students from the point of view of these qualifications for library service. Yet an adequate opportunity for a close study of personality as well as for careful supervision of student outlook is possible in the case of the students employed in the library. The accepted practice of giving to these students merely clerical work tends to create in their minds the illusion that librarianship is concerned essentially with routines. This misunderstanding may lead to a situation in which the contacts between librarian and student are restricted to routine matters, and which for that very reason eventually may cause

a serious error in judgment regarding the qualifications of students for library service. It would appear to be essential, therefore, that a considerable part of the librarian's contacts with student assistants should be above the level of routine labor. If elementary professional tasks cannot be entrusted to them, sufficient instruction in the general nature of the librarian's work should be given to them in order to guarantee a correct understanding of the higher aims of librarianship. This policy will often interest more students in librarianship, and will, in many cases, lead to a sounder judgment by the librarian regarding their suitability for library service. In any case, it will result in an increased understanding of library objectives in later life, when the members of the student staff enter upon positions of influence.

Specific Procedures with Staff

The skilful librarian can so administer the staff that the qualities which tend to produce competent librarians are continuously enhanced through years of service. A few general procedures which may lead to these results merit attention. The discussion with the staff of the main advances in professional research, of the developments in techniques, of policy, and of educational objectives keeps alive interest in the newer phases of library service. Staff meetings and conferences are useful, particularly if the critical approach to librarianship is stressed. The librarian must try to obtain for himself and his staff complete mastery of whatever proves effective in the way of technical routines. If routine methods are not fully mastered, they tend to become objectives in themselves, and either through inefficiency or inadaptability may block progress in the

more important sphere of educational life.

Moreover, the librarian must endeavor to maintain himself and his staff in the very center of the intellectual and cultural influences of modern life. The pressure of routine processes dares not lead to a routine approach to the problems of knowledge. Among the most important procedures for keeping the staff intellectually competent is the practice of urging members of the staff to take advanced courses in some subject in which they show interest. Study under the close supervision of competent professors aids greatly in the acquisition of knowledge in an orderly form, and tends to develop the ability for a more independent scholarship. In libraries which stress subject fields the successful completion of several graduate courses would seem to be essential for competent service. Furthermore, the library has within its own walls extensive resources for deepening the intellectual outlook of its staff. Much has been written of the necessity that time be granted from working hours for reading, that librarians might well ask for reading periods and for leaves of absence for the purpose of continuing their education. All of these opportunities probably will be available to librarians in future years, provided such privileges can be used to bring to full fruition contributions which have already been initiated by the staff. It will be extremely difficult, if not impossible, to obtain these opportunities for concentrated study if they are claimed for beginning work which will be of value only in the distant future. Consequently, the responsibility for initiating study falls directly upon librarians themselves. No matter what the cost, the librarian must now give pledge of future accomplishment in scholarship, if he wishes to obtain the

time for leisurely study. Then, in the fight for shorter working hours and improved working conditions, the general improvement of personnel can be offered in place of hours of routine labor. The scholarly influences which have been initiated in supervised study must now be fanned into flame in the midst of the routine which strives to kill it.

But the emphasis upon scholarship dare not lead to a subordination of technical and administrative ability. The history of the development of technical service has indeed been largely determined by the policy of minimizing the importance of learning in order to cast into brilliant focus routines which, by reason of the special emphasis placed upon them, have been developed to some degree of efficiency. The very history of the attempt to eliminate scholarship reveals the possibility that extensive learning can now be reincorporated into the professional outlook.

Correlation

An unusual opportunity for developing the abilities of the staff may be found in the effort to correlate the services of the library with the new demands in instruction and research. In the effort to adapt the library to meet the demands of contemporary thought, the librarian may call upon members of the staff to specialize in the various subject and functional approaches to knowledge. Thus, the circulation librarian is concerned with seeing that the demands for material under conditions conducive to study are met; the reference librarian that the newer developments in research are accompanied by corresponding developments in reference materials and techniques; the order librarian that the needs of instruction and research are adequately served by the

books purchased; the catalogers that recent developments in the various fields of knowledge bear fruit in the revision of classification and subject headings. The process of reintegration of techniques with knowledge will involve the extensive study of knowledge under the guidance of specialists, the unbiased analysis of the needs to be met, and the careful appraisal of the technical means to achieve the desired result in specific departments of library service. This process is closely related to the routine tasks of the staff, and yet it can frequently be transformed into a definite educational program by requiring the staff to undertake each phase of the process under the careful supervision of subject and library specialists.

Contacts with Faculty

Furthermore, the librarian will endeavor to maintain every possible contact with the faculty, both for himself and for his staff. Relations with the faculty must be far more intimate than is usually implied in the word "cooperation." In this connection may be noted the opinion of Harvie Branscomb, who has prepared for the Association of American Colleges a study of the effectiveness of college and university libraries just published by the A.L.A. He raises the question whether or not the administration of college libraries is to a sufficient degree educationally conscious to cooperate adequately with efforts to make the library fulfil a larger share of educational responsibility. If his criticism has any basis in fact, librarians must indeed become complete masters of all areas of thought and endeavor where cooperation between the library and the faculty may at any time develop. This mastery of the areas of cooperation can be achieved only by extending very wide-

ly the knowledge of that broad area of learning and educational policy which both the scholar and the librarian share, for it is specifically in this area of knowledge, common to both librarian and professor, that the need for cooperation has its origin. The easiest way of achieving this competence is to maintain the most cordial relation with professors in every field which touches upon library service. Close contact with specialists is also useful in those activities which have apparently no immediate bearing on library affairs, for the knowledge and understanding acquired in the less relevant fields is not cast into the usual mold of the librarian's outlook and therefore is potentially more effective in interpreting the mind of the faculty.

In some cases it may be possible for the librarian to select a promising member of his staff for special training as an understudy to his own position. Such an understudy can be given extensive guidance in the administrative control of all phases of work, in technical knowledge, and in the correlation of library facilities with the educational requirements of the institution. In view of a possible threat to the position of the librarian supervising the understudy, it might be well to seek a definite understanding with the administrative board. In any case, this procedure would clearly appear to be the special responsibility of those librarians who are approaching the retirement age. The selection of an understudy no doubt presents great difficulties. Nevertheless, the procedure of judging subordinates largely on the basis of their usefulness within the administrative body frequently leads to an underestimation or repression of their administrative capabilities. Clearly, a method of developing administrative ability among subordinates with-

out disrupting the existing administrative control must be found by progressive librarians.

These factors which have been discussed from a very general point of view must, in any one library, be translated into specific norms which are pertinent to the library concerned. A major task of the administrative librarian is to clarify and reveal to his staff the fundamental criteria of excellence in service and the real basis for advancement in salary and rank. The head librarian must, of course, seek this clarification from his president, and supplement it, if necessary, from his knowledge of his own organization and of conditions in other scholarly libraries. He must incorporate in these criteria of excellence factors which go far beyond routines and administration, which deal directly with the fundamental problems and outlook of scholarship. There are, no doubt, many librarians now in the profession who, if reminded frankly of the real criteria upon which advancement depends, will rise to positions of superior rank. It is the librarian's task to see that our libraries provide the influences which create eminence of personnel in librarianship.

Summary

The responsibility of the librarians for selecting and training personnel is discussed with emphasis upon factors which tend to produce competent librarians after

years of service. Scholarship, the capacity for growth, and the ability to correlate library services are emphasized in relation to selection and early training of students. Among various procedures for continuing the education of the staff are mentioned discussion, advanced study, the training of an understudy, emphasis upon the correlation of services with scholarly and educational needs, and the clarification of the criteria of excellent service.

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Academic Status of Library Staff Members of Large Universities

The director of libraries, Louisiana State University, discusses the status of librarians in thirty-seven large universities.

AN ACADEMIC survey of the institution I represent has been arranged for which has led me to give some thought to the relation of members of the library staff to the faculty and the numerous other employes of the university. What should be their status in the group and, especially, are library staff members to be treated as members of the faculty or are they merely administrative employes? These are questions that should be definitely determined sooner or later. Some may suggest that it is best to "let well enough alone," but the question is bound to come up until there is a definite satisfactory statute, or official rule covering the subject.

In order to ascertain what the practices of the larger institutions are, I directed personal letters to some thirty-five head librarians, all of whom replied and cited conditions existing in their respective universities. Information was secured in regard to two other institutions, so this paper summarizes the practices of thirty-seven large universities, all of which have libraries in excess of 200,000 volumes.

Only eleven institutions have specific regulations on this matter and but four definitely have rules stating that mem-

bers of the professional library staff are classed as members of the faculty. In seven universities the members of the library staff are considered as a special professional group and are, therefore, set apart from other administrative employes. Of the twenty-six institutions remaining, ten definitely rate library workers, except some departmental heads, as administrative employes, while sixteen have no particular rank assigned to professional library members.

In the various college catalogs some employes of the library are listed among the faculty while others place them among those assigned to the heading "Other Employes of the University." Many have a separate listing headed "The Library Staff." Probably the last mentioned arrangement is best in any case, as the names of those having definite faculty rating can be put in their proper places in the faculty list, whether the latter is arranged alphabetically, by rank, or according to seniority.

Director's Rank

Judging from the replies, the librarian or director of the library is almost invariably given academic rank, usually as professor and in one or two cases as dean. While the rank of associate librarian or assistant librarian does not prevail in all institutions, these officials are counted as members of the faculty in twenty institu-

tions while only eleven universities include heads of library departments among the faculty. So much for the statistical side.

Librarians' Opinions

The comments made in letters received on this apparently very undecided question are highly quotable. A great difference of opinion prevails on the question as to whether the library worker should be rated as a teacher or as an administrative employe. Among those with decided negative opinions on the subject I may cite three librarians. One states that "it is easier for librarians to retain their self respect as librarians, which they are, rather than as members of the faculty, which they are not." Another writes: "Library work in technical lines is not academic work. This does not mean that it is worse or better; it is merely other." Another states the problem clearly: "Here those who teach are members of the faculty and those who do not are administrative officers, and that is all there is to it." Still another contributes this thought: "I can see no real analogy between the work of librarians and that of the faculty."

Directly opposite opinions were forcibly expressed by several, each giving cogent reasons for his stand on the question. One librarian who has given much study to the matter states his position positively: "I am opposed to the tendency apparent in some quarters to class all library staff members as administrative. . . . The conclusion seems inescapable that whatever dignity may attach to an 'administrative' official is limited to himself and in the minds of others almost inevitably results in the classification of his assistants as clerks." Another states his argument flatly: "I see no reason why all members

of my professional staff should not be given the same standing in the university community as a teacher." Still another cites the fact that "the problem is different from the business organization . . . because of the essential connection of the library staff with the teaching and research program." In one large institution the librarian writes that he has always resisted the implication that members of the library staff are "stenographers, although they do use typewriters." The fact that "members of the staff contribute enough to the educational process to warrant their recognition," leads another librarian to argue for faculty status for his professional staff.

Few Universities Have Regulations on Subject

In twenty-six of the thirty-seven institutions studied no definite written specific regulation covers the subject. Many let well enough alone and, as one librarian states it, the "way out of the headache is to ignore the problem." Where librarians have satisfactory conditions, are treated liberally in the matter of sick leave and vacations, are included in provisions for group insurance and retirement pensions—the question is never a live one, but they naturally prefer that the position of staff members be well esteemed and do not like to see their several names scattered alphabetically in a list several pages long headed "Other Employees of the University." Some institutions of higher education open only to men have only men on their faculty so women on the library staff could not well be ranked as faculty in such places. In many schools there seems to be considerable disinclination to enlarge the faculty list by inclusion of names from the large nonteaching groups.

Among the latter are laboratory assistants, medical technicians, etc., who are technically trained like professional librarians, but do not actually teach. A librarian writes in this regard: "I doubt very much whether we shall be considered 'scholars and gentlemen' until we have the same tags for the same amount of work as our teaching brothers and sisters." So the matter of assigning precise rank for all professional members of the staff would be a hard task indeed.

Theoretical Dignity

Even though statutes are not specific in regard to status of members of library staffs in the academic hierarchy, there are certain disadvantages accruing to being ranked as faculty. One man states it clearly: "Long years ago against my better judgment, I yielded to the feeling then ripe among the members of the professional staff and tried to secure for them the inestimable privilege of walking in cap and gown in the academic procession at commencement." Another in explaining that he is the only one connected with the library who is considered as a member of the faculty states: "I am the only member of the staff who has faculty rank and I enjoy the theoretical dignity of a full professorship and a vote at the monthly faculty meetings. . . . In the commencement procession I march fairly near the front of the line, with the earliest division (agriculture), the arrangement within divisions being the tallest men first!"

Some universities seem to have solved this problem satisfactorily by setting up

the library staff as a "separate professional group" rather than as faculty or administrative employees. Because of the high requirements in some institutions for rank of instructor it would seem to be inadvisable to attempt to start a beginning assistant, fresh from library school, at this grade. The whole problem would seem best solved by some such statute as is in force at Columbia University which reads: "*Library Staff*. Members of the Library staff shall be classified as professional and nonprofessional and assigned to appropriate grades of service within each group. Permanent members of the professional staff will rank with officers of instruction or officers of administration in respect to academic privileges." In the statutes of the University of Illinois there is the statement that members of the staff "may be given appropriate academic rank." Such a regulation, setting up the library staff as a definite professional group, would be satisfactory to those who are "yet to be convinced that faculty ranking is necessary or desirable for librarians." At the same time, it would answer the objection of the librarian who does not like his people being called a mere part of the "hired help."

The psychological questions involved are perhaps most important of all, so all can agree, I believe, to any regulation that recognizes the place of the library staff in the educational institution and, at the same time, gives proper dignity to their work. We may not be teachers by title, but we perform an indispensable service for which we have been specially trained.

Investigating Library Problems

In the following statement the librarian of Wayne University and editor of "Research and Experimentation" for this journal, points out why Waples' "Investigating Library Problems" is highly significant to librarianship.

WHETHER or not we like the point of view for which it stands, or the form in which that point of view is presented, here is a little volume which none of us can afford to ignore—unless we believe the *status quo* in library service to represent perfection. If our libraries are not perfect—if our profession does not know everything about itself and its problems that is knowable, *Investigating Library Problems*¹ has much of importance to offer us. That we have heretofore had in our professional literature not a single volume dealing with the principles involved in the systematic study of our problems must seem very strange to the student of other phases of the social structure. From our genesis we have been strangely aloof from introspection. The reasons are fairly apparent. We have not had much time for self-analysis. For half a century our energies were absorbed in developing methods for administering our geometrically growing collections and for making them available to a wide variety of users for a wide variety of purposes. The task was (and is) a difficult and complex one. In considerable measure we have succeeded. We are

undeniably excellent housekeepers.

Furthermore, we have had, and still have, a great deal of missionary work to do. Not everyone recognizes the social importance of print and of its complete availability. Hence the emphasis, particularly of our colleagues in the public libraries, upon publicity.

Then, too, the picking-fly-specks-out-of-pepper type of "research" is a bit out of our line. We have always been largely literary folk, or bibliographers, or both. We have taken pride in the breadth of our learning, or in its depth in some particular field of scholarship. Few of us have had much contact with, or faith in, the so-called scientific method in its application to social phenomena. We have seen too many of the results of the positivistic logic of the nineteenth and twentieth centuries to be impressed with its omnipotence. It has occurred to us but recently, and been acknowledged reluctantly, that perhaps the method of science actually constitutes a tool of some value to us in the definition and solution of some of our problems.

Whatever the reasons, Professor Waples is the first to give us an introduction to research methodology written specifically for librarians. That at least four other books dealing with the same general subject are either in preparation or contemplated may be indicative of an important trend in librarianship. Perhaps, after a period of virtual stagnation, we are about to embark on a new and potentially fruitful

¹ Waples, Douglas. *Investigating Library Problems*. University of Chicago Press, 1939.

ful course of action. After half a century of rapid progress we reached a plateau in many aspects of our development. Having remained on that plateau for more than a decade we are beginning to wonder where lies the road that leads beyond. We have reason to question the permanent and absolute validity of our old assumptions—hypotheses that have served us well, almost as well as Euclid's axioms for centuries served the mathematician.

Dr. Waples believes that some of our traditional assumptions have outlived their usefulness and are tending to promote stagnation, that in any case our professional structure is unlikely to be greatly expanded or improved on its present foundations. Whether or not we agree, there is only one answer. We must carefully and systematically inspect both foundations and superstructure, and render them termite proof. We are certain to find some shaky timbers. Indeed several have already been located and pointed out.

Investigating Library Problems is our first inspector's manual. It is a manual of the barest outline type, however—somewhat in the nature of a guide to the literature of research in librarianship. The author informs us in his preface that it is his purpose “. . . merely to integrate the references by supplying connective tissue.” It will therefore be useful to the practicing librarian primarily as a guide book rather than as a treatise on research methodology. It represents a first step, and an important one if for no other reason than that it is the first. Its somewhat vague groping, which will irritate many a librarian, is not primarily a result of Professor Waples' charming talent for writing completely around a point without quite touching it, but rather of the complex nature of the subject treated.

The difficulty of writing about research in library problems, and still more of actually investigating the problems, is one which we share with all students of social phenomena. This difficulty is implied in Waples' own words: “The assumptions which constitute library science are based on differences in publications, upon differences in readers' uses for publications, and upon the interrelations of the two.” Thus we are dealing not only with the little understood complexities of print, but also with the less understood variables of human nature. Hence our problems are extremely difficult to investigate intelligently—but difficulty is not necessarily impossibility.

However, the complex nature of library problems emphasizes the importance of caution in their investigation, and particularly in the application of conclusions. There has been much stupidity, and not a little dishonesty, in social research, from which we may well profit. Both have resulted largely from impatience—from a very natural desire for *answers*, for prompt solutions to practical problems. The error is one which we are almost certain to duplicate in some degree. Its seriousness will be inversely proportional to the degree of intelligence and detachment which we can muster. *The scientific method is slow, and it is not omnipotent.* Intelligently employed, it is a useful tool.

It is our sincere hope that this journal will become a potent instrument for the stimulation and interpretation of research in those aspects of librarianship which fall within its province. To that end we hope to report on all such research concerning which we can procure information. Your cooperation in keeping us informed concerning all research projects, however unpretentious, is hereby solicited.

By M. LANNING SHANE

Audio-visual Aids and the Library¹

Dr. Shane, consultant for the audio-visual education program of the Demonstration School, George Peabody College for Teachers, Nashville, believes that audio-visual aids are really books of an unconventional sort. Accordingly, in his opinion, the librarian is the best equipped to organize an efficient audio-visual service.

BY DERIVATION, the word "library" means a place where books can be had. It is books that librarians are trained to service. Today, books pour from the world's presses in a torrent with which even the best equipped library can scarcely hope to keep pace. Why then should librarians concern themselves with anything but books? What have they to do with audio-visual aids?

The answer to this question is that audio-visual aids are themselves books of a kind. They are picture books in a new format. They are Talking Books but not merely for the blind. Moreover, when we think about the enormous increase in population which recent years have brought to our schools and colleges, and when we think of the changes which this increase has brought about in the preparation of the college freshman, we realize that the need for these unconventional audio-visual books has become very great.

The young people of today do not turn instinctively to books for ideas and information as you and I used to do. They

live in a world which gets many of its ideas and much of its information from neighborhood movies, radios, and even the comic strips. Advertisers and statesmen learned this long ago.

It should be borne in mind, however, that libraries which offer an audio-visual service are really stimulating the wider use of books. Every worth while educational broadcast or motion picture arouses interests which can be satisfied only through reading. It is probably in recognition of this fact that the New York State Board of Regents has granted pupils the right to substitute consistent listening to approved radio programs for part of the reading of books hitherto required in preparation for certain regents examinations. Reports on twenty radio programs may be offered in lieu of reviews of three authors.² In the long run, students who listen to such broadcasts as "The World Is Yours," or who see and listen to such films as the new Erpi release, *Colonial Children*, can scarcely fail to turn to the library for further information about the vital realities which they have glimpsed in film and broadcast.

Audio-visual Aids Defined

Something which stimulates the learner imaginatively to recreate an experience and make it a vital nucleus for further learning—that is what we mean by audio-visual aids. In more conventional language, the term refers to any activity,

¹ Presented at the Chicago midwinter meeting of the Subsection for Libraries of Teacher-Training Institutions of the A.C.R.L.

² Item in *Education by Radio*, Aug.-Sept. 1939.

apparatus, or materials which are used to bring about learning through concrete sensory experience. To be sure, some so-called audio-visual aids are exclusively auditory, others are exclusively visual, and a few involve not only sight and sound, but other senses as well. However, "audio-visual aids" and "audio-visual education" appear to be the most acceptable of the various designations which are currently being substituted for those long-established misnomers "visual aids" and "visual instruction." It should be noted that audio-visual aids are numerous and of many different kinds. It is a serious though not uncommon error to assume that motion pictures, or motion pictures and radio at the most, are the only notable types. The accompanying tentative outline will suggest the kinds of apparatus and materials now generally available.

Types of Audio-visual Aids Now Generally Available³

I. Aids which present the original experience more or less completely

1. School journey or excursion
2. Public address system
3. Radio
4. Museum objects

II. Aids which reproduce the experience more or less completely

1. Dramatization for learning purposes
2. Models
3. Records of visual experience (each requires appropriate projector and screen, except as indicated)
 - a) Silent motion pictures
 - b) Still pictures
 - (1) Stereographs (require stereoscope or telebinocular)

- (2) Flat pictures (no apparatus)
- (3) Opaque projections
- (4) Glass slides
- (5) Film strips
- (6) Other projections
- c) Graphic materials (require no apparatus)
 - (1) Blackboard
 - (2) Wall and bulletin board materials: illustrations, posters, cartoons, maps, charts, graphs, diagrams
4. Records of auditory experience (require phonograph or pickup)
 - a) Instantaneous recordings
 - b) Phonograph records (including radio transcriptions)
5. Records of audio-visual experience (each requires appropriate sound projection apparatus and screen)
 - a) Sound motion pictures
 - b) Sound slide films
 - c) Other visual materials with sound accompaniment

Importance to Education

On the importance of audio-visual aids to all educational agencies, the report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York may be quoted:

In recent years notable advances have been made also in the mechanisms of recording, analyzing, and communicating facts, ideas, events, and scenes. When the printed book was invented five hundred years ago, it laid the basis for the text-book, scientific treatises, libraries of knowledge, and reference works as tools of education. In our generation many entirely new devices have been invented and perfected—the radio, the moving picture and the microprints; elaborate statistical, scoring, and computing machines; television, and many kinds of mechanical, photographic, and electrical transcription. It is hardly necessary to call attention to the importance of these

³Freely adapted from the classification of visual aids used by Hoban, Hoban, and Zisman, in *Visualizing the Curriculum*. Cordon Company, 1937.

new tools for education. With their aid the schools of tomorrow will be able to do a far better teaching job than we can do now—and often at less expense. Any educational system which ignores these new methods and mechanisms will soon find that it is out of date.⁴

Systems for administering audio-visual aids range from the state visual education agency or the city department of visual education down to the single school unit. Whether the administrative unit be large or small, there are certain problems which have to be met wherever audio-visual aids are used. Some of these are administrative, as the setting up of a budget. Some are supervisory, as the training of instructors in the use of equipment, and guidance in the choice and use of materials.

Other problems are the selection, purchase, classification, and cataloging of apparatus and materials; provision for booking, charging, and transporting apparatus and materials; and provision for their care and repair. To the librarian these are all familiar procedures, even though applied to unfamiliar materials. And in recent years a few libraries have undertaken this service. The earliest instance which we have found recorded is the distribution of visual aids through the city libraries of Long Beach, Pasadena, and Kalamazoo, as reported by Dunn and Schneider in 1936.⁵

Librarians Best Equipped for Service

As the use of audio-visual aids becomes more general, it will be recognized that the services of acquisition, preparation,

and distribution are much more important than the mere operation of apparatus. It will then become obvious that in any faculty the person best equipped to service audio-visual aids is a member of the library staff. No other faculty member has the training which every librarian has received—training which is indispensable to an efficient long-range audio-visual program.

In accordance with the general viewpoint here set forth, the Library School of George Peabody College is requiring all of its students to take a general course in audio-visual aids, and is increasing the emphasis in its own professional courses upon the servicing of audio-visual aids. In the Peabody Demonstration School a library-centered audio-visual education program has been in process of development during the past two years. Although carried on at the elementary and high school level, this program may offer a number of points of interest to the college or university librarian who is considering the servicing of audio-visual aids.

Several principles have been developed in the administration of this program:

1. Audio-visual materials (but not equipment) may be purchased on the library book fund. Expenses incidental to borrowing or renting films and other needed materials are also charged to the book fund.

2. The library assumes no responsibility for the production of materials. Although our faculty includes candid camera fans, motion picture amateurs, and sound recording enthusiasts, the library does not find it practicable to furnish these persons with equipment or supplies. It sees no objection to purchasing finished materials which they may produce, provided that these are recommended through the regu-

⁴ New York (State) University. Regents' Inquiry into the Character and Cost of Public Education in the State of New York. *Education for American Life*. McGraw-Hill, 1938, pp. 27-28.

⁵ Dunn, Fannie W. and Schneider, Etta. "Practices in City Administration of Visual Education." *Educational Screen* 15:270 f., Nov. 1936.

lar channels. The librarian is nowhere expected to sponsor book production; no more should he undertake the production of audio-visual materials.

3. In our set-up the librarian assumes no responsibility for supervision, which is a function of the audio-visual consultant. In most institutions at least one faculty member can be found who will be able to assist in an informal initial program of teacher training and guidance. In some cases the librarian might prove to be the person best qualified for this service also.

Certain administrative procedures have also been developed:

To meet the problem of acquisition, preparation, and distribution, the following tentative forms are being tried out: (1) accession record for owned audio-visual materials and equipment; (2) accession record for borrowed audio-visual materials and equipment; (3) permanent record card (comparable to the conventional shelf-list card); (4) circulation card for booking and charging.

Thus far in our program the librarian has not undertaken the inspection and repair of apparatus and materials. In the smaller schools this work can generally be done by volunteers from the faculty or student body. In larger institutions, it is better economy to employ a properly trained assistant on a half-time or full-time basis at a moderate salary.

The problem of distribution involves some special difficulties. The importance of booking materials and equipment well in advance of their use simply cannot be overlooked; a last-minute decision on the part of two or more instructors to use the same materials or equipment can only lead to embarrassment and confusion.

Another special problem is that of providing for the transportation of equip-

ment from library to classroom and return. Much of the equipment is fragile and expensive, and some of it is heavy and rather awkward to carry. As a general thing, equipment has to be brought in and set up between classes—that is, in about five minutes.

Problems of distribution on a college or university campus would obviously be more complex than in a single building. It may be suggested that college departments should be encouraged to purchase, house, and care for their own apparatus. Only the most expensive items, such as the sound motion picture projector, might better be owned and circulated by the library. Materials, on the other hand, can probably be serviced most efficiently through the library, no matter how large the institution.

Space is not here available for a detailed analysis of the cost of setting up an audio-visual program. Audio-visual materials may be obtained in a variety of ways, and must be selected in terms of local needs. It would therefore be difficult to estimate the cost of a representative materials collection.

Initial Cost of Equipment

In many institutions the librarian would find much equipment and materials scattered in various departments, and needing only to be brought under some sort of cooperative control for effective use. Here it is tact rather than money which must be expended. However, a small library with no audio-visual equipment whatever could make an interesting beginning on a very small scale by spending about \$100 for a film strip projector, a portable electric phonograph, a dozen film strips, and a dozen phonograph records.

(Continued on page 169)

By WALTER YUST

The Revision of Encyclopedias

The editor of the "Encyclopaedia Britannica," gave the Reference Librarians Sub-section of the A.C.R.L., at the Chicago midwinter conference, an inside view of the herculean task involved in revising an encyclopedia.

MR. PLINY, that most ancient of encyclopedists, who is said to have prepared the first encyclopedia known, never, I think, revised his monumental work. If, however, he had decided upon another edition there is no doubt that his second issue would have carried the number two. It has so long been the custom to call editions by numbers. I do not know exactly why—but the term has come to connote in most books a partial change and in encyclopedias a complete overhauling of contents. Among encyclopedias, new editions appeared in the eighteenth and nineteenth centuries at intervals of from ten years to a quarter of a century. Usually enough copies were printed in the first publication by subscription to last for a decade or more and a new edition appeared only when the first edition was exhausted. No one apparently considered the advisability or indeed the need of revision between printings, if there were any printings between editions. The ninth edition of the *Encyclopaedia Britannica* was sold for longer than a quarter of a century without any revisions between printings. (I must except, of course, the changes which were made in the five or more pirated editions

of the ninth edition sold in this country.) The eleventh edition of *Encyclopaedia Britannica* was sold just short of a quarter of a century without changing the plates in any respect. It was commonly understood that it is not the office of any encyclopedia to be up to date as a year-book is. It often takes five years or a decade to know how properly to report a series of events, so that the information can be significant, conclusive, encyclopedic. Events usually cannot be conclusively reported immediately after they happen and users of encyclopedias generally realized that.

Sometimes when a new numbered edition was needed, the publisher issued not a completely revised edition, but what have been called supplementary volumes. This meant that the plates of the original set of books were not changed in any respect but that additional volumes were added to the set to bring some of the material to date. And the entire edition, old plates and new plates, was given a new edition number. This arrangement was not so satisfactory as the appearance of an entirely new edition for obvious reasons: a supplementary set of books actually reduced the physical value of the original set; it also meant that the user of an edition with supplementary volumes had in reality to refer to two sets of books in order to discover the information he wished; he also had to use two indexes to cover both the old and the new sections of the work.

Chief Difficulty

There were other difficulties encountered by the publisher because of the traditional plan of issuing numbered editions, or supplementary volumes, but the greatest difficulty lay in the organization of the publishing house itself. In the past, it took from two to five years to prepare supplementary volumes. During this period of preparation the information would get out that a new edition was in process and persons hesitated to buy the set of books already in existence. What actually happened was that during the preparation of the new edition the publishing house became an editorial department entirely—the selling organization did no business at all. No one would buy the sets on hand which represented great money value to the publisher, in anticipation of the opportunity to purchase a new edition soon. This meant, of course, that money was going out and none was coming in. Editorial and printing expenses ran high and the house enjoyed no income to pay for them.

The financial history of such publishing houses with large encyclopedias might be represented by a cycle; half of which runs to a fair degree of prosperity because money is coming in, half to a period of outlay only. The business in the past has risen and fallen and the rising and falling has been sharp—with the result that every new edition of an encyclopedia has sometime or other suffered the threat of financial collapse.

With the beginning of the twentieth century and under the stimulation of subscription book selling, subscribers to encyclopedias began to feel the need of up-to-dateness. They began to believe that an encyclopedia which did not carry the very latest of current events was in a

sense a fraud, an attempt to "get away with something." The book salesman himself had a great deal to do with this change in attitude. The latest printing date for copyright in the book might be the current year. The salesman would insist, and I am afraid he still often does, that this date indicated how recent was all of the material in the set. He would sell an encyclopedia (and what is worse the subscriber expected to be sold on that score) much as he might a yearbook which can very easily be changed throughout with each year's printing.

A Physical Impossibility

The salesman, and often, unfortunately, the subscriber, cannot clearly understand that it would be a physical impossibility to make a complete revision of a great encyclopedia each printing year. Working at the greatest speed with the greatest number of helpers, copy for a complete revision of an encyclopedia of millions of words could not be secured, styled and prepared for the printer in twelve months. The editorial work done, it would then be necessary to take at least five to six months for the setting of type, the proof-reading, the printing, and the binding. The 1940 set, copyrighted 1940, of a great encyclopedia, completely revised, would be fortunate in having material in it as recent as two years before the date of publication. You understand that I speak in general terms. As a matter of fact, certain items of most recent occurrence might very well be added even during the period the revised encyclopedia is on the presses, but such recent material would be of a very small quantity. And such minimum up-to-date insertions can be of value only to the unscrupulous salesman.

It is, I believe, a most unfortunate development in the distribution of encyclopedias that the question of constant timeliness should enter so much into the sale and purchase. Not many pocketbooks could meet the cost of the thorough annual revision sometimes suggested by salesmen and expected by purchasers even if it were physically possible to make one.

Continuous Revision

It would seem to be understood why the modern tendency is toward continuous revision and against new numbered editions. In the first place the publishing organization remains intact during the annual partial revisions for yearly printings. The sales are made with no disastrous effect of a new edition outmoding the remaining copies of the current set. Each year's partial revision is paid for by the current sale.

With this plan of continuous revision the set is in a state of flux. The extent of each revision for each separate printing may be great or it may be small. Whether it be great or small depends upon the character of the publishing house, and by that I mean, whether the publisher is deeply concerned about keeping his product in value all of the time; it also depends on the amount of selling that is done. If few sets are sold during the year it is impossible for the publisher to make many expensive revisions for the next printing. Of course, ideally, the publisher, if a sufficient number of books were sold, should be able to revise fairly extensively each year, provided his original capital investment had been paid off. The percentage cost for revision, set up in the selling price, is an important item in the ideal situation. With the capital investment paid, the entire amortization percentage

can be and should be devoted toward the problem of keeping the volumes in value.

In substance the *Britannica's* method, I think, is carried out by all reputable publishing houses, the extent to which it is carried out depending upon the amount of money available for the editorial work. When the eleventh edition was prepared, the original pages of the old ninth with the supplementary volumes of the tenth were cut up, pasted down on sheets of paper and each subject sent to a known authority in the field for revision. A group of contributing editors advised the editor as to necessary new inclusions—new entries to cover interests which had developed in the interval from the date of the ninth edition to that of the eleventh. The authors were asked to read over the old material and revise it to date. In some instances quantities of the old material were salvaged or slightly modified and new material added. The same method was used in the preparation of the fourteenth edition: the old eleventh with the supplementary volumes of the twelfth and thirteenth were cut up, pasted down, and the articles sent to the proper authorities for revision. The very same method is used in continuous revision. First of all, all of the entries in the encyclopedia are divided into general classes of subjects. There are in all thirty rough divisions into which the 40,000 articles of the present edition of the *Britannica* are divided. This classification of entries occupies a card file, half of which is devoted to a classified carding, half to an alphabetical listing and each card bears the history of the article to which it refers. As I have said, the classification is a rough one. Physics, chemistry, and the industries overlap considerably for obvious reasons, but the aim of the editor is to classify for authorship, so that related

articles, whatever the classification, may be handled the same year. I am reminded that in our experience some of the classification was too rough. The young woman, for example, who classified under geology the subject "gall-stones" is no longer with us, nor the one who classified "Job" under occupations.

The thirty classifications are scheduled for revision over a ten-year period in such a manner that each classification is overhauled at least twice during that time. Living men and the current history of countries are reviewed each year; population figures every fifth and tenth year and so on. It might seem necessary to revise all statistics annually. Ideally they should be revised annually, but there are statistics in so many classifications that it would be physically impossible to make anything like so extensive a revision.

Per cent of Material Revisable

Scheduling the classifications over a period of ten years does not, of course, mean that we expect each article in the classification to be revised. As a matter of fact, a hundred or more years of experience have indicated that less than 20 per cent of the material in an encyclopedia is revisable. Approximately 80 per cent is "frozen." It is true that great political, economic, and industrial changes may bring about a change in point of view toward the examination of history, or a new discovery change the approach to the various sciences. When such changes of points of view are apparent, then of course, some of this 80 per cent of so-called unrevisable material requires scrutiny. But that does not often occur. When I say 20 per cent of the material in the encyclopedia is revisable, unfortunately I do not mean that 20 per cent of the

pages in the encyclopedia are revisable. The percentage of page space is higher—much higher. An article itself may be three and a half pages long but it may touch five pages in the volumes and this necessitates a handling of five pages when the article of three-page length is revised. As a result, in any revision, there are these points an editor must consider: the length of the article itself in pages and the number of pages involved in the mechanical change. He should know the first because he must determine the pay he will give the author; he should know the second because he must keep the mechanical changes necessary for the revision within the limits of the editorial budget for the year.

Suppose, for example, we have scheduled for revision this year the following groups: industry, engineering, living biography, and current history, which we included under the classification, geography. Our card index gives the name and location of each of the articles in these classifications in the encyclopedia. Tear sheets are secured from the printer and the text of each entry is pasted on a large white sheet of paper. If there is a contributing editor in charge of the classification "industry," he is given an opportunity to decide which of the articles in this classification requires revision and to decide the name of the new author, if the original author is not available, to make the revision. The paste-ups, including whatever pictures go with the article, are then sent to the author. He is instructed to revise the material to date, to keep within the same space if possible, and to salvage as much of the original copy as possible. He is asked to examine the pictures for timeliness. If it seems to him that an adequate report on his subject has expanded out of all proportion to the space originally allotted to it, he com-

municates with the editor and a new space arrangement is decided upon.

Fitting Copy

Since we are working on plates of metal you can understand that problems of fitting immediately arise. Although we have wished frequently that type might be made of rubber, adjustments can usually be made successfully, even in metal. This year, for example, the article on wire was completely rewritten. The new article is thirty-nine lines shorter than the space occupied by the old. The author did not believe the article could be expanded. In order to make up the additional lineage an article on William Wirt was added to the pages—an important figure in early American history. He should have been in the books long ago. Or, take another instance, the original article in the fourteenth edition on petroleum occupied perhaps as much space as it should have in 1929, the date of the original printing of the edition, but today it is out of proportion to the material, for example, on coal. Consequently, I asked Dr. Fanning to write sixteen new pages in addition to the amount of material occupied by the original article on petroleum. These will occupy A and B pages added to the book. (And forever after, because we have placed A and B pages in the book, the manufacturing cost will be increased each year.)

In some instances it is necessary to reduce certain articles in order that another expanded article can be made to fit. This type of adjustment is made only when the material does not extend beyond one page; that is to say, when the adjustments can be localized. If the author cannot expand his article or reduce it, then the expansion or reduction is made in another article on the page. I may say that this reduction

is never done without careful consideration. If an article will not be weakened by necessary excision, the excision is made. Librarians are sometimes troubled by this method, which, as a matter of fact, is not used excessively; but whether it is used often or not, it seems to some to be a rather highhanded treatment of original copy. I have no such reverence for original copy. I have had twenty-six years of experience in the handling of copy and in the writing of it. I have never seen an article the worse for wise condensation. With the possible exception of the Gettysburg Address, the Lord's Prayer, and maybe one or two others, there are few pieces which cannot be condensed to improve them. That this is true may be understood if you remember that authors themselves are quite willing to reduce in order to expand, paradoxical though the statement may be. Indeed, this method of localized adjustment is no different from that used in making an entirely new edition in a complete resetting. The financial set-up for a new edition allows the editor a fixed sum of money to make the books. He calculates the size of his books and scales his articles to fit the space available. If he is building a new edition out of an old one, he uses precisely the same methods I have just been describing, sending out pasted-up copies to be cut or expanded. The only difference is that in making the brand-new edition he resets all of his material—old and new.

Repair of Plates

Another item of expense to the publisher is the repair of plates. Ordinarily about \$1500 a year is budgeted for the repair of plates alone. Repeated printing over the same plates wears down the type in spots. The printer, making ready for

the next printing, carefully examines those plates which are not to be patched or reset. The plates which show wear are then taken out and repaired for the current printing.

Index

With each change in an article the index must be examined to see if there is a corresponding modification required there. This is one of the most exacting of editorial tasks. Sometimes a card file of the index is used to control this work—500,000 cards for the *Encyclopaedia Britannica*. It has been found, however, to be considerably more difficult and has taken longer to make changes by way of the cards than directly from a checking of the new and old text and a simultaneous examination of the index for the key words. If the entries or key words originally in the article do not appear in the revised article, the index reference must be omitted, and the type of the index page extended to fit and patched. If the entry words or key words are moved to another quarter of the page or to another page altogether, the index correspondingly must be modified.

Maps

Maps are continually undergoing change at the hand of the cartographer. Our maps are made in Scotland. With each printing of the maps, proofs are sent to us with corrections indicated on press proofs. From these, changes to correspond are made in the index.

Proofreading

Professional proofreaders are permanently on the editorial staff. As copy is received, it is examined by the editor, O.K.'d for payment, and handed to the

proofreader who styles the original copy. It then goes to the typist who types the copy on copy-fitting paper. When that is done the newly typed copy is read by the proofreader against the original copy. The copy-fitted paper is then returned to the editor for his final examination. If the copy is too long or too short, it is returned to the author for condensation or expansion. If the copy is only a little too long, an unnecessary word or two is struck out by the editor; or, if it is short by a few lines, it is expanded by carefully distributing a few paragraphs.

Copy, so far as proofreading can make it, is correct and fits into the page line for line, before it goes to the printer. We do not see copy in galley proof unless the copy does not fit. The new copy if correctly fitted is placed into the page and two sets of page proofs returned. The author receives one, the staff proofreader the other. The proofreader again reads against the original copy and the pages are then held against the receipt of the author's corrected proof. When the proof is entirely cleared, it is returned to the printer and the page is plated.

This method of expertly proofreading copy on copyfitting paper before the printer receives it, has reduced alteration costs from as high as 40 per cent of the original manufacturing cost to less than 2 per cent. It also offers editorial advantages: it is possible actually to limit copy to the size of the excision, it is possible to index copy before the printer sees it and sets it in type, and it is possible to have the copy checked against related copy for consistency. It gives the editor a greater opportunity to scrutinize his material as a whole before the printer fixes it in hard lead type.

Not Always Easy to Find Exact Truth

Of course, all this preparation does not mean that errors of fact will not creep into the book. Since the human element enters into the making of books, errors are bound to creep in; and they will. But apart from that, as I have suggested, it is not always easy to find the exact truth. I will give you an instance.

Some time ago—and I forget the exact name of the river—a reader pointed out that he found in the *Britannica* conflicting statements concerning the length of an artificial river somewhere in Missouri. It was quite true. The length of the river differed in two articles. I attempted to run down this apparent inconsistency by writing to five authoritative sources, national, state, and local. Believe it or not, I received five different lengths for that particular river, all of them authentic. Now what is an encyclopedia to do? Or, another instance: Dr. A prepared for *Britannica Junior* a revision of the article on Austria. Dr. B prepared a similar article for the *Encyclopaedia Britannica*. Dr. B believes that the date of the Austrian *Anschluss* is the date of Hitler's entrance into Austria. Dr. A believes that the date of the *Anschluss* is the date of the proclamation. This difference of opinion is probably a difference of opinion held generally among historians. Think of the arguments there will be over this date down the years!

In discussing the problems of editing an encyclopedia I have said little about the contributors, how we find them, correspond with them and pay them. I have talked only of the less colorful aspects of

encyclopedia making, the manufacturing and editing routine that can be accomplished only by a great expenditure of money. I have talked much about costs and little about authority. And, of course, the reason is that the chief problem of revising is a problem of fittings and costs. The authorities are many, gracious, and their services gladly given. The costs and the fittings are not nearly so tractable, if I may use the word. *They* are the editors' and the publishers' difficulty—and when a publisher devotes even a small portion of his income—when there is any—to a revision (provided his books are honestly prepared and honestly kept in value) the reader should be a little grateful. Because—and it is indeed a commentary on the folk who buy books—the publisher knows that his books will be bought whether they are worth buying or not, whether they are revised or not, and that there are many intelligent folk who will think them good books even though they may not be. He knows, too, that 75 per cent of the experienced book salesmen do not care what is inside a set of books—and can sell one set as well as another—whether they are useful books or not.

I say the conscientious publisher knows this as well as the unscrupulous one. The conscientious publisher, however, attempts to keep his books in value—and at a considerable reduction of his possible profit—year after year—by allowing his editor an annual amount of money (and every cent of it is needed) to do the best possible job he can. The business of revising books needs the business man even before it needs the editor and the scholar.

By PHILIP T. McLEAN

The Hoover Library on War, Revolution, and Peace

The reference librarian of the Hoover Library describes that library as an example of the constructive use of the printed page.

IN 1914, Herbert Hoover sensed the significance of the World War which was then beginning. He visualized its far reaching effects and resolved that the records of the crisis should be preserved and gathered together at Stanford University. Mr. Hoover's widespread European activities in the administration of relief both during and after the war provided unique opportunities for the development of such a project. Even during the period of hostilities he was able to assemble a large amount of war data. However, the main task of collecting was inaugurated at the close of the war, and it is being continued at the present time.

As its name implies, the library has a threefold purpose: (1) its aim is to present an accurate historical picture of the causes, events, and results of the World War of 1914-18; (2) it attempts to show how this conflict brought about chaotic conditions resulting in the present upheaval of the world today; (3) it makes available a study of the varied efforts which have been used or are being used to remedy such conditions.

The materials concerning the underlying causes of the World War deal with the diplomatic alignments of the great

powers since 1871, the question of economic imperialism, and the problems of nationalism. The records for the war period cover all political, economic, and social phases of the world conflict. For the period immediately following the war, research data have been gathered on the various treaties of peace, on the revolutionary movements resulting from the war, and on the various relief measures put into effect in post-war Europe.

The library has been made as adequate as possible on the period of transition from war conditions to normal postwar conditions during the years 1919-25. The subjects for this general period of reconstruction include the political and economic reorganization of the belligerent and neutral states, the political and social movements arising from the war, and the enforcement of the treaties of peace through the various organizations set up to carry out its provisions.

Many phases of the late postwar period and problems of the present day can also be studied. The Hoover Library has gathered most valuable materials on the questions of inter-Allied debts, reparations, rehabilitation of currencies, and general fiscal conditions. The history and development of such international organizations as the League of Nations, the World Court, the International Labour Office, and the Institute of Pacific Relations can be investigated. The library offers un-

rivalled resources for research on the present situation in central and eastern Europe, through its unique collections which deal with the development of Communism in Russia, the rise of Fascism in Italy and the growth of National Socialism in Germany.

Chiefly for Use of Historians

The library has concentrated, however, upon the preservation of records for the use of the historian, and has given little notice to the acquisition of material commonly found in museums. It contains approximately 25,000 volumes of government documents from 60 countries or states, 80,000 books and pamphlets, 31,000 posters and photographs, over 2100 sheets of official maps, and 281,000 feet of 35 mm. film. The newspaper collection of the Hoover Library contains over 1700 titles in 26 languages and covers the press of 40 countries. Many of the papers are to be found nowhere else in the United States. The collection of periodicals numbers over 7000 titles in 32 languages from 44 countries.

In this paper I shall confine myself to that section of the library dealing with the actual World War, and describe the various types of material which facilitate the study of this great crisis.

I shall discuss first the military data. Prominent in this section are the official military and naval histories published by the various governments in order to narrate and commemorate their own military and naval activity. The German government is at the present time publishing its official history under the title, *Der Weltkrieg*. The corresponding French official history has the title: *Les Armées Françaises dans la Grande Guerre*, published by the French general staff. There are approximately one hundred volumes issued

to date. The official work commemorating Great Britain's military efforts bears the title: *The History of the Great War Based on Official Documents*. The portion of the work completed to date has been published in some fifty volumes. Supplementing these official records are the regimental histories of the various military units of the belligerent powers. The library has over 1000 volumes of such records of France, Germany, Great Britain, and the United States.

But the personal element has not been neglected. It is represented in the memoirs of such leaders as Ludendorff, Hindenburg, and Tirpitz for the Central Powers; and in the works of Foch, Joffre, Haig, Kitchener, and Pershing for the Allied Powers. The personal side of the war is also shown in the accounts of the infantryman, the cavalryman, the sailor, the aviator, and in the war narratives of the doctor, the nurse, and the ambulance driver. Secondary accounts of military campaigns and battles are numerous also. The catalog of the Hoover Library contains approximately 700 entries under the subject heading: *European War—Campaigns* with its various subdivisions.

These studies and accounts of military operations are supplemented by maps and photographs. The maps are representative of all countries and are both official and unofficial in character. For example, a study of American military operations can be facilitated by the use of United States general staff maps for the various regions of the western front in which American activities centered. These maps, consisting of over one thousand sheets, are of various scales. For British military operations there is a wide variety of maps issued by the geographical section of the British general staff. Also of special in-

terest are charts prepared by the British admiralty showing the position of German mine fields in the Baltic regions, the positions of American and British mines in the North Sea area, and the mine clearance areas in these regions after the war.

The activities of military forces in various regions are vividly portrayed in the proclamations issued in occupied territories. The events of the German occupation of Belgium are recorded for future scholars in the Grace Davis Booth Collection of original proclamations issued by the German authorities during the years 1914-18. This collection, organized in 77 specially made boxes, contains 2132 items. Another similar collection contains about 2300 proclamations issued by civil and military authorities in the city of Berlin during the period of the war.

The military journal plays an important part in the historical record and it has likewise been preserved. The Hoover Library possesses over 200 files in the German language, 31 in English, 93 in French, as well as smaller groups in Russian, Italian, Polish, and other languages. These journals range from daily papers published in the field to hospital and prison camp papers. They were often issued as mimeographed sheets, and at times were even printed on wallpaper.

But a history of the war cannot be limited to an account of military operations. The political and economic aspects are of equal importance. In these fields the official documents play a prominent role. The Hoover Library collection of official documents may be divided into two general classes: (1) national, state, and municipal documents; and (2) documents of national and international organizations having government connections.

The national and state documents in-

clude the legislative debates and official journals for all countries, belligerent and neutral. The publications of the various foreign offices contribute to a study of diplomatic negotiations, while the records of the ministries of agriculture, commerce, labor, and industry all make their contribution to the study of wartime economy. The records of international organizations include reports and minutes of various inter-Allied bodies of the war period, such as the Allied Blockade Committee, the Allied Maritime Transport Council, and the Inter-Allied Munitions Council. Outstanding in this field are the records of the Paris Peace Conference, a most extensive collection of mimeographed and printed documents of this great international body created at the close of the war. The records include the minutes of the plenary sessions, the proceedings of the various committee meetings, and the bulletins of the various delegations.

Has Publications of More Than 3500 Societies

But the social, economic, and political phases of the war are also reflected in the records of various nongovernmental organizations. The reports of political parties, the pamphlets of special economic groups, the tracts of religious organizations, and the publications of societies with special political or racial interests all make contributions to the study of the war. In the records of the American Bankers' Association, the American Bible Society, the American Federation of Labor, the American Red Cross, the National Security League, the Jewish Welfare Board, the Catholic National Council, and the Y.M.C.A. the historian can trace the influence of the war upon American national life. The Hoover Library possesses

publications of over 3500 societies in various countries for the war and postwar periods.

The newspaper is also an invaluable tool in a study of the war. For some countries, the newspaper holdings include all important groups of opinions and regions. For other countries there are one or two files only, but in such cases an effort has been made to secure one paper in sympathy with the government and one in opposition.

The active role of the press in war time is probably nowhere shown to better advantage than in a study of the newspaper and periodical press of Belgium during the period of German occupation, 1914-18. From the very beginning of this occupation, the importance of the press was acknowledged by the German authorities; evidence of this is shown by their extensive efforts to supervise all papers and journals in existence, and to establish new publications in order to control thought and public opinion. The Hoover Library possesses war-time files of 50 Belgian newspapers; they were issued in both the occupied and unoccupied territories, and in various Allied countries in which Belgians had taken refuge.

Clandestine Publications

The curtailment of the freedom of the press by the German authorities naturally resulted in the appearance of a vast amount of clandestine material of all kinds: books, pamphlets, cartoons, post cards, and periodicals which appeared wherever and whenever possible. The publication of these periodicals began early in August 1914. By the summer of 1915, twenty-five such journals had made their appearance. After July 1915 new titles appeared less frequently, although they

continued to appear until the armistice.

The clandestine Belgian serial is represented by a collection of about 55 titles, numbering over 1400 issues. These serials varied in size and appeared both in mimeographed and printed form. In a few instances these secret publications appeared throughout the period of the war. This was true of the now famous *Libre Belgique*, which began in February 1915 and made its last appearance on the day after the armistice, November 12, 1918. The *Libre Belgique* was primarily an organ of opinion and confined itself briefly to harassing the German authorities by satire and calumny. In jovial mood, its sponsors termed it "a bulletin of patriotic propaganda, regularly irregular." The library possesses a complete file of the original edition of 171 numbers. A check of the *Union List of Serials* discloses that, with the exception of the *Libre Belgique*, practically none of the clandestine titles are available in other libraries. It appears, therefore, that the Hoover Library collection is unique in America and probably unique in the world.

But any complete account of the war must give due consideration to the forces which controlled and affected the reaction of the individual toward the war. The successful prosecution of the war in every country necessitated the mobilization of the civilian mind. The efforts of governmental authorities to effect this mobilization resulted in the development of a phenomenon almost unknown until the beginning of the World War, namely, the extensive use of propaganda.

As used during the war, propaganda had three main objectives: (1) to arouse the domestic population in support of the war; (2) to win the support of neutral nations; (3) to destroy the morale of the

enemy. Its methods in these three fields are exemplified by special materials in the Hoover Library.

The methods of appeal to the domestic population for support of the war varied; much was accomplished by the newspaper, the periodical, and the pamphlet. But perhaps the most effective tool in preparing the ground for the general support of the war was the pictorial poster. Its important role is strikingly shown in the Hoover Library collections. Posters, placards, and proclamations from all the belligerent nations have been collected and organized. It is noteworthy that the posters of each country were based on identical psychological appeals. The call to "save food" echoed in Germany as well as in France and America.

The attempts of belligerents to win support of neutrals is shown by hundreds of pamphlets and books in the library. This propaganda material was distributed by both the Allied and Central powers in an attempt to gain the sympathy and support of civilians in neutral countries. One collection in the library presents the materials distributed in South America by the Allied and Central powers to gain sympathy for their respective causes. Another example is furnished by a collection of German propaganda distributed in the United States prior to our entry into the World War in 1917. Still a third is a collection of British propaganda distributed in the United States during the same period.

The third main objective of propaganda, that of destroying the morale of the enemy, can be studied by the use of a large collection of broadsides which were dropped over the German lines from Allied airplanes. The purpose of these broadsides was to arouse in the mind of the enemy a sense of unrest and despair.

A few words concerning the policy of the Hoover Library may be of interest. The library is primarily a reference library. Although books appearing in the current book trade are allowed to circulate, all government documents, newspapers, periodicals, and materials in special collections are for reference use only. The facilities of the library are primarily for the faculty and graduate students of Stanford University. The library is open, however, to the faculty and graduate students of other universities and to other qualified investigators upon presentation of credentials.

Plans are now progressing for the erection of a new building to house the Hoover Library on War, Revolution, and Peace. Through the generosity of various private donors and foundations, a sum of \$600,000 has been made available for this purpose. The new building will be constructed in tower form, and will rise 280 feet above the ground level. The architecture has been designed to harmonize with the existing buildings of Stanford University.

The Hoover Library may be called an international archive, comparable in scope to the archives of a great state. Its widespread use by local, national, and even international scholars testifies to its importance in the field of historical research. The library is continually progressing along the lines laid down by its originators, and is already realizing the aims of its founder in presenting an interpretation of the past and present for the benefit and guidance of the future. With the increased facilities of the new building, which will make all the library's resources available to the scholar, the Hoover Library is destined to become a world center for research on the World War and the subsequent world order.

By HARRIET D. MACPHERSON

Reclassification of College and University Libraries¹

Miss MacPherson, assistant professor, School of Library Service, Columbia University, investigated five different sources of information in order to throw new light on the problem of reclassification. The most authoritative and up-to-date facts were obtained from questions sent to twenty libraries that have experienced either whole or partial reclassification of their collections.

THE TERM "reclassification," as applied to library collections, is sometimes employed to describe the process of revising, and perhaps expanding, an existing system of classification, and of fitting the book collection into the renovated system. "Reclassification" is used here in its more exact sense—to describe the process of changing a collection from one classification system to an entirely different scheme.

Sources of Information

The present discussion of the subject is based on information gleaned from the following sources: (1) my past experience as a practical classifier; (2) talks with administrators and classifiers in various types of libraries; (3) personal observation of classification conditions in libraries in different parts of the United States and Europe; (4) printed material relating to reclassification; (5) returns from a

set of questions sent out on October 25, 1939, to the administrators of twenty American college and university libraries.

Example Drawn from Experience

In order to have some specific problem to illustrate the practical classification end, I have decided to recount the trials of reclassifying a small group of books in the field of business. The setting was in Columbia University Library about the year 1921, the number of books involved was 4000, and the facts have been verified recently by reference to rough notes that were taken at that period. There is some justification for criticizing an attempt to draw facts from a case that happened so long ago, and where the circumstances were undoubtedly peculiar to the individual library involved. I might say, however, that in the light of my later contacts with reclassification, history has seemed to repeat itself and local circumstances in libraries have never failed to present unusual angles.

The task was to transfer about 4000 volumes from the 650 class of the Decimal Classification to the places provided for this subject in a new, special scheme of classification which had just been worked out for the School of Business Library. New accessions were classified at once according to the special system, but the older volumes had to be attended to in the spare

¹ Summary of a paper presented at the Eastern College Librarians' Conference, held at Columbia University Library, Nov. 25, 1939.

time of the cataloger and her one professional assistant.

The handling of 4000 volumes would, on the surface, seem a small task, especially since there were many duplicate copies of certain titles. Yet the reclassification involved the removal, frequent remaking, and the refiling of 8000 to 10,000 catalog cards, the changing and refiling of nearly 4000 shelf-list cards, and the actual handling of the volumes. This last step covered verification of the books with the cards, frequent recataloging of the books, fitting the books into the new classification scheme, and penciled marking of the books with the new numbers which the bindery department would eventually place on the spines.

Chief Problems

All of these processes constituted mere routine practice and there was adequate typing help. Nevertheless, the chief reason why it took two people more than two years to complete this job lies in the fact that there was so much trouble in locating the books, large numbers of which were not in their proper places on the shelves. The following constitute some explanations for their absence; explanations which are likely to account for the absence from the shelves of books today:

1. Many volumes were charged out to readers when first sought.
2. Many volumes were on reserve and in use in some departmental library.
3. Professors on sabbatical leave had carried off a few volumes.
4. A number of volumes were at an outside bindery.
5. Volumes that were reported missing on first search kept turning up in other sections of the stacks where inventory was going on.
6. Some books that were at first reported

missing would later appear mysteriously in their right places.

7. Since Columbia is in a metropolitan district, with borrowers carrying books daily on subways, trolleys, etc., a few volumes that were reported lost and paid for, were discovered later in another library or in some bookshop.

Gained from Interviews and Visits

The second and third sources of information for this study may be handled together. Through these visits and interviews, which have been frequent and have extended over a period of a good many years, it has been possible to gain familiarity with reclassification methods in many different types and sizes of library. Nearly always I have jotted down the findings on the spot or have written up the results at the end of the day. The following are some conclusions that have been drawn from these notes:

1. Reclassification is a slow process, even in a relatively small library, because recataloging is usually required for a good percentage of the books involved.
2. Reclassification for a closed shelf library seldom seems worth while; for an open shelf library it is frequently helpful for both readers and staff.
3. The hiring of extra help for a reclassification project should be carefully considered from every angle. Even an experienced classifier who comes from the outside will need considerable time to orientate himself in regard to the particular needs of an individual library. The larger the library, the longer will be the time of adjustment.
4. Because of the cost, time, and frequent interference with readers and staff, reclassification should never be embarked upon unless the library is quite sure that the existing system of classification seems to be impeding the progress of the library's service.
5. A system of classification that seems ideal for one library will not necessarily meet the needs of another institution. Care-

ful investigation of various systems and their applications in several libraries is necessary. The best possible system must be adopted now, or all the difficulties of another reclassification may have to be experienced again in a few years.

6. In college and university libraries there seems to be no reason why special and departmental collections, if housed in separate rooms or buildings, cannot be classified according to systems which are different from the scheme adopted for the bulk of the general collection.

Gained from Existing Literature

So far as can be ascertained, no entire book has as yet been devoted to the subject. It happens that I have been in touch for several months with someone who is preparing an exhaustive study of the problem, the results of which, if published, may constitute a fair-sized book. The librarian undertaking this investigation is Mr. Maurice Tauber, an experienced classifier, who is at present a student at the Graduate Library School, Chicago University. Mr. Tauber's title is to be: "Reclassification and Recataloging of Materials in College and University Libraries." He has secured data from sixty-six libraries that have answered his questionnaire, so that his final presentation of facts should prove an authoritative guide to anyone interested in reclassification.

Material in print that is now available exists almost entirely in periodicals, since only scattered references can be discovered in general textbooks on cataloging and classification. A number of the best and most recent articles consist of addresses made at both the Large and Small Libraries Round Table meetings of the A.L.A. Catalog Section at the 1933 Chicago conference.² Of these papers,

² In the A.L.A. *Proceedings* of this conference may be found not only abridgements or digests of

that of Dr. Bishop might receive special mention because his remarks were mainly from the administrative angle. Slightly antedating these conference addresses is an article entitled: "What Price Reclassification?" by Elizabeth P. Jacobs and Robinson Spencer. This appeared in the *Catalogers' and Classifiers' Yearbook*, No. 3, in 1932. It details the actual experiences of the reclassification project at the University of Rochester Library and includes statistics of cost, time, and personnel. After reading this account librarians contemplating reclassification should be able to figure more or less accurately the expenditure required.

Questions Sent Twenty Selected Libraries

Both because of lack of time and the fear of duplicating Mr. Tauber's work, I avoided the questionnaire method in acquiring facts from this source. Since my previous contacts with the subject had been mostly from the classifier's point of view, I decided to send out a few general, rather than technical, questions to the administrators of twenty college and university libraries.³ In order to make fairly certain that the institutions selected would have had a reclassification problem, recent numbers of the annual report of the librarian of Congress were consulted for libraries that were reported to be using the L.C. system of classification either for all or part of their collections. These lists were consulted merely for the purpose already stated, and not at all for the reason of finding out how well suited the L.C. classification was for the collection of any library. The twenty libraries selected were chosen purposely from dif-

all these addresses, but also an indication of the name and number of the periodical in which the majority of these papers were later printed in full.

³ A complete alphabetical list of the libraries circularized will be found at the end of this paper.

ferent parts of the country. In order to include institutions of various sizes the latest number of the *American Library Directory* was consulted. Incidentally, since few small libraries have ever adopted the L.C. classification system, the majority of the institutions written to were those which would be said to have large collections. While the size range was from about 50,000 to 4,000,000 volumes, only six of the twenty collections were under 200,000 volumes. A letter containing the four following questions was sent:

1. Has your adoption of the L.C. classification been for the whole library or only for one or more of your special collections or departments?

2. If your adoption of this system has been only for one or more special collections or departments, do you find it a detriment to have the main body of your books classified according to another system?

3. Do you believe that the service to readers has been so improved by the change that the time, money, and general upheaval involved in reclassifying have been worth while?

4. Do you think that as satisfactory service could have been provided for readers if you had not reclassified according to another system but had merely expanded and modernized your original system?

Of the libraries circularized, nineteen, or 95 per cent, sent in replies. Only seventeen answers, however, were usable, since one arrived after the statistics for this paper had been completed, and another showed a misunderstanding on the part of the librarian in regard to the reason for circularizing his institution. Of the seventeen valid replies, thirteen were sent in by administrators, three by catalogers, and one by an assistant librarian.

Replies Hard to Tabulate

The returns from the first two questions

will be handled together, in so far as the information relates to whether the libraries adopted the L.C. classification for the bulk of the collection or only for one or more special departments or collections. These replies were fairly difficult to tabulate because in many cases libraries reported that they had adopted the L.C. classification for the whole collection and then, either in the direct answer to the first question or elsewhere in the return, mentioned a few exceptions. In one case the exceptions were so numerous that it was suspected that they involved a larger number of volumes than was covered by the rule. Another complication resulted from the fact that whenever the subject of law was mentioned among exceptions, it had to be discounted because the Library of Congress has not as yet published its law schedule. In the final analysis, thirteen of the seventeen libraries reported that the L.C. classification had been adopted for most of the collection; while four of the institutions are using it only for one or more special collections. It must be added, however, that among the thirteen libraries reporting L.C. in use for the bulk of the collection, eight, or slightly more than 61.5 per cent, acknowledged using one or more other schemes for special departments or collections. An extract from the reply of one of these eight librarians may help to illustrate the point:

We have adopted the Library of Congress classification as basic for the entire library, but it is quite possible that we may not use it for medicine and for forestry. In fact, in forestry we have combined one or two independent classifications with the L.C. scheme. . . . As for medicine, we are not yet decided. As a matter of fact, at least three-quarters of our medical library, which is quite extensive, is composed of bound files of journals and transactions of

societies' which are arranged in a single alphabet. The classification problem, therefore, concerns only a fraction of our holdings in the field of medicine.

The second half of the second question was apparently inaccurately worded. The information desired was whether or not it had proved a detriment when departmental or special collections were classified according to another system than that used for the main body of the collection. Seven of the seventeen libraries interpreted this question as referring to the as yet unclassified portion of their main book collections by the L.C. classification. Six of the seven confessed to some trouble in shelving, filing, the maintenance of both an old and a new catalog, etc. In most instances, however, the reply stated that readers and staff had already benefited so much from the change that they were willing to have suffered some inconvenience. The seventh library reported that a slight amount of trouble had arisen because of the fact that in reclassifying, the catalog had been changed from a classified to a dictionary arrangement.

Three libraries suggested that the problem did not apply to them, as their collections had been entirely reclassified according to the L.C. system.

One Library Uses Nearly 80 Different Systems

The remaining seven libraries were all institutions that had acknowledged the use of some other system of classification for departmental or special collections than that employed for the main body of the books. All of the seven reported that no inconvenience had resulted from the use of more than one scheme of classification. Many different reasons were given for the statement. One answer that

was emphatic about this point reported the use of nearly eighty different classification systems, with apparently no ill results. The librarian of an institution where only three special or departmental collections have been handled according to another system of classification, but where the main collection has not yet been entirely reclassified, made the following statement:

In our library at the present time I feel that people are greatly relieved when the classification of the books with which they have mostly to deal has been finished. But here again the difficulties are chiefly in the process of reclassification and not in the practical handling of books in two or more systems.

The third question, which concerned itself with whether reclassification had been worth while, called forth the longest answers. In the final analysis, thirteen of the seventeen libraries considered that reclassifying had been worth while, two replied in the negative, and two were in doubt. Many of the thirteen institutions that rendered a favorable reply stressed the recataloging that had gone on along with the reclassification. As one librarian put it: "Since recataloging was called for in any case, reclassification did not involve much extra confusion. Service to readers undoubtedly has been improved by recataloging and reclassification; how much of the improvement is due to reclassification alone, it would be difficult to say." Another library remarked: "Up to the present time the expense of reclassification may not seem to be justified by the results, but in the long run we expect to gain by the change." A rather unusual reaction was received from one institution where reclassification has been going on for over twenty years: "We believe that

reclassification can be so organized that a so-called 'general upheaval' is not necessary." It seems certain that many administrators would like to find out the secret of how this institution has handled its various problems.

Do Not Recommend Expansion of Old System

Of the seventeen valid returns from the fourth question, eleven indicated that as satisfactory service could not have been provided for readers if the old system of classification had been expanded and modernized. Three librarians thought that just as satisfactory service would have resulted if changes had been made in the old system, and two were in doubt about the matter. One reply could not be tabulated under any of these headings, since this library is using L.C. only in one departmental collection. While the change to the L.C. system has been beneficial in the case of this isolated department, the librarian reports that, on the whole, the library administration is opposed to reclassification except under unusual circumstances. He added: "We feel that the time and money spent in reclassifying is rarely worth while. The new classification usually proves within the course of years to be far from perfect and we think that the money could be spent in better ways."

Besides sending answers to the four questions, many libraries tucked in other information in the returns; others accompanied the formal reply with a letter that discussed further points. Two of these points, since they were emphasized again and again, deserve special consideration. Ten replies included reasons why the libraries were glad that they had adopted the L.C. system in reclassifying. The

reasons were various, but perhaps the remark most worthy of quotation was: "... the L.C. classification is far better than anything we could have made out of our original system, and is probably better than any one person or small group of persons could make, for the L.C. must have had experts in each field." The other point relates to reclassification in open and closed shelf libraries. Most of the letters that included reference to the matter stressed the fact that the stacks were open only to graduate students and the faculty. More than one library of this type mentioned that reclassification was especially hard on the pages who are sent to look for books. Possibly Mr. Tauber's study may reveal some interesting facts about open shelf libraries and reclassification.

Conclusion

A final summing up of the findings from the answers received and of the information gained from other sources might be reduced to the following statements. The reclassification of college and university libraries is a major undertaking. It is much easier, and often it proves quite as profitable, to make changes only for special collections or departments. When, however, the bulk of a collection has been reclassified because of the general inadequacy of an old classification system, the results have usually justified the means. Because libraries differ so widely in many respects, each institution must make a thorough study of its own situation, in addition to a study of how the problem has been handled in other places. In no case does it seem wise to adopt the slogan: "It is the fashion to reclassify, and we wish to be in the mode."

(Continued on page 175)

Prevailing Practices in Handling Serials

The supervisor of the serials section, Washington Square Library, New York University, and the reference assistant in charge of the serials division, College of the City of New York Library, discuss present trends in work with serials.

SCIENTISTS insist that the first step in the solution of any problem is the recognition and formulation of the problem. At the first meeting of the American Library Association, the problem of the care and handling of serial publications was poised as follows:

If railway companies, and coal companies, and hospitals, and colleges, and penitentiaries, and benevolent institutions of every sort—to say nothing of historical societies and library companies—keep publishing their annual reports for another century as they publish them now, may it not require the most active labor of the best librarian in America, to collect, to preserve, to bind, to arrange, and catalogue them all? Yet few books are more instructive as to special matters; few more often wanted by a large class of readers.¹

Serials Then and Now

Although the first step was taken some sixty-three years ago, little real progress has been made toward a solution until within the last five years. Having for the most part obtained insight into the vagaries of periodical titles, formats, etc.,

the profession drifted into the practice of relegating to the last assistant hired, the work on periodicals. It was felt that since most of the work consisted merely in checking in current numbers, anybody would do. But now, as serial publications pour into the libraries, and as the line of demarcation between the multiform serial and the ordinary periodical becomes more difficult to draw, the situation is virtually reversed. The work now calls for highly competent and well trained librarians.

In 1935, J. Harris Gable spoke to the College and Reference Section of the American Library Association on serials procedures. He stressed the increasing difficulty of the problem and recommended:

The grouping of all serials functions . . . for the following reasons: (1) the work may be more easily and efficiently done where the records are kept, (2) the work may be done by trained serials workers, (3) the evil of over-departmentalization cannot appear, (4) there is no unnecessary duplication of records, (5) the same persons handle all the necessary records, thus eliminating possibility of error or duplication of material, and (6) the service to the public is greatly improved.²

In the course of his report, Mr. Gable indicated that only one institution had taken any steps in this direction. He erred in minimizing the progress that had

¹ *Library Journal* 1:94, Nov. 30, 1876.

² Gable, J. Harris. "The New Serials Department." *Library Journal* 60:867-71, Nov. 15, 1935.

been made. Actually several institutions had already investigated the possibilities of centralization and had acted upon them in varying degrees. Gable made service to the public his sixth and last point in planning for a reorganization of serials procedures; it is our feeling that first place should be given to the improvement of service to the public, and that economy and ease of operation are secondary to this end. The importance of this distinction can best be realized when we glance (as we soon shall) at some of the attempts made to reorganize the work.

This report ostensibly is on prevailing practices in the handling and care of serials. To give the picture as asked for, would be like asking a blind man in a dark room to find a black cat that is not there. As a result of the survey, we do feel that there is a decided trend toward centralization. This trend has taken so many forms that it can hardly be called a prevailing practice.

Present Practices

Let us look at the two extremes in present practices, and from them, go on to the outlines of some of the means. On the one hand, we find the librarian of a large college library reporting:

We are currently receiving in the neighborhood of only 500 serials. We have no separate periodical or serials room or department so our serials are handled like other accessions, being ordered by the order department, cataloged by the catalog department, and made available for use through the circulation department.

At the other extreme, we find a university library where all serial publications are circulated from one point, the serials department. This department is made responsible for reference and circulation

work, cataloging and classification, preparation for binding, checking in, and acquisition—including purchase, gift, and exchanges.

Working away from the point of extreme centralization, we find a large college library in which the serials division is responsible for the circulation and reference work, as well as for acquisition and binding, but *not* for the cataloging and classification of serials. At still another, all the preparatory work is done by the serials division, but it is not responsible for the circulation and reference functions. Looking elsewhere, we find libraries in which a special division is responsible for the work with periodicals, but not other serials.

A surprising diversity of practice is found in the distinction made among the various types of serial publications. Excepting those libraries with organized serials divisions, we find it a common practice to have a periodical division or reading room. In most instances, this division is responsible for the checking-in and the circulation of periodical material; in some, it is also responsible for the preparation of this material for the bindery. In other words, it has been a common practice in the past to distinguish periodicals from all other types of library material. With the increase of the publication of new and diverse types of serials, there has come into being an obvious consciousness of the fact that serial publications are different from books. As a result, we find many distinctions in the treatment of periodicals, serials, continuations, and serial government publications. These distinctions take many forms; some libraries have a periodical division, document division, continuation division, a serial division, and a gift and exchange division. In these libraries

the department chosen to handle the material is determined not only by form but by source as well. Part of a set is ordered and handled in one department, at least as far as its early processes are concerned; another part of the same set is received by gift or exchange and passes through another department for the early stages of preparation.

If there is any reason at all for distinguishing periodicals from books insofar as treatment and handling are concerned, there is more reason for making the distinction for all serial publications in their entirety. Periodicals are by definition fairly regular publications, appearing at specified intervals. True though it is that changes in format, title, and frequency raise problems now and then, these problems do not compare in difficulty with the problems normally encountered in the use, acquisition, cataloging, and classification of irregular serial publications. If distinctions are made among periodicals, serials, continuations, and government documents, the distinction in and of itself breeds a difficulty inherent in the fact that, regardless of the care with which definitions are prepared, borderline cases must be numerous. A broad line of demarcation, that between serial and nonserial material, offers the least possible source of difficulty.

Present Trend

All in all, we find that twelve of twenty-two large college and university libraries have a serials division which is staffed by from three to nineteen persons. Seven of these are independent departments which are coordinated in various ways with other departments of the library. Substantially the same situation, with some variations, is found among the medium-sized college libraries where seven

out of fifteen libraries reported that they had a serials division. In the small college library, and in the medium and small public libraries, the situation is somewhat different. In these instances, there is a much greater degree of natural centralization of duties, by virtue of the fact that the staff is small. The result is that the benefits of centralization of duties are present without formal organization.

A Rare Approach

We have pointed out that the problems involved in the handling and care of serials have long been recognized. There have been several attempts made to meet these problems. These remedial measures, as a rule, have been taken at the point of immediate provocation, viz., the acquisition of material. Rare indeed has been the approach from the reader's point of view. The incomplete, the inaccurate, the confused, the inverted reference to serial publications and the resultant difficulties encountered by the reader have not yet struck the library administration where it would be most evident. Is it possible to achieve a simplification of procedure which will satisfy at once the needs of its readers and simplify the library's administrative problems?

If the approach is any other but that of service to the reader, we find situations wherein a special assistant (or assistants) is made responsible for the acquisition of serials. Special records for serials only are kept in the acquisition department. When the problem reaches the catalog department, we find a special assistant (or assistants) assigned to meet it. Frequently we find a special serials catalog designed to meet the problem. By the time the material is made available for use, additional records, available to reference

assistants and to the reader, are found necessary. We find plans wherein special lists of serials are kept and checked in the reference division. We find systems wherein each time new pieces are added to the collection, their acquisition must be noted on each entry for the set in the public catalog. We find that each piece that offers a special problem is delayed on its way through the mill, and among serials there are many pieces that offer special problems. Another perplexing problem arises with such a set-up. Departmental bias must of necessity play its part in varying degrees in the treatment of the material.

What happens when we centralize these various steps in one department? It is at the point where circulation and reference work meet that centralization makes itself felt most in the college library. Reference as to serials takes many and varied forms. The sources of these references may be footnotes in books or articles, an offhand remark by an instructor or student, or more formal bibliographies, or indexes. In some cases the source may be an analytic entry in the library catalog. In many instances the source may be responsible for an incomplete reference; in others, the reader may present an inaccurate reference. Reference librarians are all familiar with requests such as: "League of Nations. V 1, 1937" when the reader wants League of Nations. Mixed Committee on Nutrition. Interim Report V 1; or, the *Thirty-first Yearbook* of the N.E.A. when the student means the N.S.S.E. *Thirty-first Yearbook*. We all know the student who looks under "D" in the catalog for the Department of Elementary School Principals *Yearbook*, which is entered under National Education Association—Department of Elementary School Principals. Then there is the instructor

who refers his students to "a bulletin of the University of Iowa," which issues some twenty different series. Examples such as these could be multiplied indefinitely. The fact remains that all too often providing the reader with needed material requires a thorough knowledge of the serials collection. Such a knowledge can be acquired in a fair-sized library only by those who handle the material frequently and constantly. A member of the staff, who prepares, or sees the original order for material, who plays some part in the checking-in of the material, who is closely associated with cataloging and classification, and with the binding process, must of necessity be more familiar with the material than an assistant who does not see it until it is ready for the shelves.

One of the objections raised to the centralization of work with serials is that many libraires have organized subject departments for the use of readers. One need not interfere with the other. In virtually every instance where there is a serials division in a library, there are also subject departments. The only difference is that the serials division handles these serial publications up to the point where they go to the shelves; only at that time are they sent to the subject department. In other words, serials falling within the scope of a departmental collection are separated from serials in the main collection for purposes of shelving and circulation.

Economy of Administration

We have stressed service to the reader, but ease and economy from the administrative point of view are also present. They are present because by centralization the duplication of records can be eliminated. The serials catalog is no longer a mere catalog record. It is also

a record of acquisition, a record of location, a record of gaps—in short, a complete record of all the information necessary for the acquisition, treatment, and use of material. Centralization means that the material need not be held up as it travels from point to point. The difficulties attendant upon the handling of a particular title can be resolved once, for all purposes, and the title made available to the reader.

Centralization also means economy because members of the staff are not assigned merely to an acquisition of material, the cataloging of material, or to reference work. They are assigned to all of these. Functional concentration can be shifted to that particular point where the pressure is greatest at any particular time. We all

know of the situation, where, at a given time, the acquisition work may be eased, while the catalog department is overwhelmed, or vice versa. We know that there may be a time of the year when little buying or cataloging is done, but there is great pressure on the circulation and reference staff. The result usually is that each department is staffed according to the needs of its peak period of work, with a resultant loss in quiet periods. With centralization, there is no such loss.

As a result of the survey that has been made of methods used in the care and handling of serials in one hundred and twenty-six college, university, and public libraries, we find that complete centralization of functions relating to serials offers the best solution of vexing problems.

Audio-visual Aids and the Library

(Continued from page 146)

To buy audio-visual equipment of all the types implied in the outline above, i.e., small portable public address system, radio, silent motion picture projector, stereoscopes or telebinocular, opaque projector, stereopticons, film strip projector, record players to operate at 78 and 33 $\frac{1}{2}$ r.p.m., sound motion picture projector, sound slide film projector—to buy one of the smaller models of each of these types of apparatus would cost something like \$1000. As suggested above, in a large institution many departments should duplicate most of this equipment.

Conclusion

This discussion assumes that audio-

visual aids are now too valuable and too widely used to be ignored by any forward-looking educational agency. It recognizes audio-visual aids as a special type of book, and hence takes the position that the librarian is the logical person to service them, even if this involves some slight additions to his professional training. Certain visual aids have long been library serviced. Recently a few libraries have undertaken a more complete audio-visual program. The Peabody Demonstration School Library is a case in point. We believe that the next decade will see school and college libraries emerging as centers of a finer audio-visual education program than has thus far been developed.

Which Propaganda?

The librarian of the University of Maryland believes that as pressure groups multiply in number and intensity the problem of "which propaganda" shall be admitted to libraries becomes increasingly acute. Exclusion, education, and censorship fail to provide clear-cut solutions hence usefulness must of necessity be adopted as the guiding principle for admission.

THE FIRST overt act of the Royal Air Force in the present European War, namely, the bombardment of German territory with leaflets rather than bombs, leads one to believe that the effectiveness of "paper-bullets" is now recognized as a major weapon of war. During the past few years we have undoubtedly witnessed their use in time of peace on a constantly increasing scale due to a variety of factors, not the least of which are the ever growing facilities for the communication of ideas. From all quarters, the "vested interests," labor, and proponents of various political concepts seek to influence thought and contribute drops to the shower of propaganda which drizzles upon the public mind. And now, the present European situation with its American repercussions will undoubtedly bring forth a new crop of materials as belligerents, isolationists, and interventionists seek to sway public opinion.

Of one fact we can be very sure. The propaganda of today and of the future will be far more subtle and insidious than heretofore, consequently more effective

unless steps be taken to counteract its efficacy. The old stories of mutilated women and children, crucified soldiers, and human soap factories are apt to be taken with grains of salt in view of the excellent studies and consequent exposures of propaganda techniques during the last World War. Indeed, one of the most encouraging signs of the day in this connection is the awareness of the general public that propagandists are at work on a large scale. That a problem exists is evidenced by the number of articles and books on the subject written during the past few years. The Institute for Propaganda Analysis, founded in 1937, is another sign of the growing interest, even the need, for more systematic study and effort to counteract the worst effects of propaganda. In our professional journals we find repeated evidence of awareness of the problem. The question facing librarianship is—what course of action shall be adopted in handling the propaganda menace? Shall we withdraw into our ivory towers and let events take their course, as we have so often done in the past, putting implicit faith in the maxim "Let all sides be represented"? Or shall we—can we—formulate a policy which smacks of constructive action?

Propaganda Types

In attempting to pose various aspects of the question some consideration must be given to the nature and types of propaganda. Of many definitions the most apt

seems to be one phrased by the late Calvin Coolidge, taken from Squires' recent article in the *Library Journal*.¹ Coolidge said:

Propaganda seeks to present part of the facts, to distort their relations, and to prove conclusions which could not be drawn from a complete and candid survey of all the facts. Of real education and real information we cannot get too much; but of propaganda we cannot have too little.

The reason for using this definition in preference to several others is the distinction drawn between propaganda and education—a distinction which must be recognized in dealing with this problem. That we should have a formal definition of some kind for our own use is important; otherwise we may simply fall into the habit of considering as propaganda anything with which we do not personally agree or which runs counter to the generally accepted ways and thinking of the dominant groups in society.

Furthermore in considering propaganda in the light of the definition given, or any other for that matter, it would seem that a distinction might well be made between "good," "harmful," and "innocuous," or relatively innocuous, material.

As far as "good" propaganda is concerned we usually call it "educating the public." We propagandize on behalf of libraries, the Red Cross, the Community Chest, and a dozen other projects, yet we never think of ourselves as being the villains of the piece. These causes are generally accepted as worth while today—but, how much of the attitude held toward them now can be attributed to propaganda in the past? We accept such propaganda today—do our bit to help these causes along—because they have attained a cer-

tain position in our society. Would it be too much to say that in so doing we practice, by implication at least, a reverse censorship by elevating some propaganda to the level of education? However, the problem is not concerned primarily with this type but with the remaining two categories.

There is a certain religious group with headquarters in Zion, Ill. According to this sect the world is not round but flat. Presumably this group propagandizes to a certain extent but, to all appearances, such doctrine is harmless or relatively so. Ultimately, of course, any opinion such as this may be considered harmful in that it sets one group against another. Similarly in the case of anti-evolution. Harmless, except that the group sponsoring it may become strong enough to secure the passage of legislation affecting teaching in the schools, as was the case in Tennessee a few years ago. In contrast with this, however, we have "harmful" or dangerous propaganda, the doctrines of Communism, Fascism, and National Socialism, for instance, which, if successful, will result in radically altering the concept of the state and democracy which we presumably hold today. Propaganda of this type, setting forth a particular doctrine may make that doctrine a reality, whereas statements that the world is flat will not alter the shape of the globe no matter how many people believe it, unless one adopts the somewhat Pollyanna-ish attitude that thinking makes it so. Of course, there is always the possibility, as has been pointed out, that some seemingly innocuous doctrine might ultimately result in restrictions on religious liberty and academic freedom. For the present though, it would seem that this distinction might well stand as between the immediate and possible, and the ultimate

¹ Squires, J. Duane. "Credulity or Skepticism." *Library Journal* 64:628. Sept. 1, 1939.

though improbable, results of these two types of propaganda.

Exclusion, Education, or Censorship?

Policy in the past has been grounded principally on the classic attitude of having all sides represented subject to certain limitations with regard to good taste, style, and manner of presentation. That these limitations are apt to be ineffective is obvious in the light of the newer methods of propaganda. As propagandists become increasingly aware of the importance of format—as they already have to a certain extent—as they become increasingly subtle in their presentation of the facts and in choice of channels, these limitations tend to lose whatever effectiveness they may once have had. Hence it seems important, at this time, to pose various possibilities looking toward redefinition of policy by considering briefly the various means which might be adopted in handling the propaganda problem.

A drastic step would be to attempt to exclude all propaganda from library shelves. This, however, is neither practical nor wise. Such material, in the first place, has a degree of historical value if nothing else. The excellent studies of propaganda and propaganda techniques which are in existence today would not have been possible without the provision of a body of material for research. Second, such material has immediate value in certain instances. Several years ago one of the collegiate debate topics was on the Japanese-Manchukuo question. Those students who were to uphold the Japanese invasion of Manchukuo as justified would have been sorely pressed for material had it not been for the booklets setting forth the Japanese case. Furthermore, exclusion would be practical only for such ma-

terial as came in the form of separates and this would not be complete by any means, for frequently articles appearing in reputable magazines are in reality propaganda. Short of removing the offending pages there is no way to prevent such material from entering libraries. From the standpoint of practicality then, exclusion is not the answer even if it were wise policy and this is seriously in doubt. As Doob points out modern society is badly perplexed with regard to the solution of certain problems which face this unbalanced world. As long as problems exist we shall have propaganda—on the part of those trying to bring about reforms and of those who are trying to prevent them. By and large, propaganda to be successful must be of the type which people will support. The efforts of the New York Society for the Suppression of Vice are increasingly less successful as America tends to outgrow this type of self-flagellation, whereas the American Association for Social Security is beginning to achieve its aim in a society now becoming ripe for old age pensions.² It is this latter statement which bears emphasis. Propaganda undoubtedly helped to bring about this "ripeness for old age pensions." By closing libraries to all propaganda we would stand for the *status quo* and commit librarianship, tacitly at least, to a policy of "no reforms."

A second possibility represents the tried and perhaps true method of education. Let us educate our students that they may be able to weigh the evidence and opposing arguments in a judicial manner; let them be taught to seek all the facts and not be satisfied with the glib distortions of propagandists. Obviously, most of this educative process would have to be done

² Doob, Leonard, *Propaganda, Its Psychology and Technique*. Holt, 1935, pp. 406-07.

by the teaching staff of our institutions, as it is being done already to a certain extent. But how can librarians aid in this campaign of education? One means is to have the fundamental works for the study of propaganda available as well as the histories of propaganda which expose the fakes practised on a credulous public during the last World War in particular. The publications of the Institute for Propaganda Analysis should not only be available but should be publicized. But even beyond this point can anything be done to emphasize the fact that the printed word is by no means sacred—or truthful? Perhaps a note of warning could be placed on the cover or the title page indicating that the contents should not be taken too literally. This would mean a lot of work for already heavily burdened staffs but it should prove helpful. It has been reported to the writer that this is being done in some cases.

Third Possible Course of Action

A third possible course of action would be the establishment of censorship to eliminate the most harmful material. Here again certain technical difficulties would be encountered as in the first case but separates could be weeded out. Apart from the technical aspects what of the wisdom of censorship? Any mention of the word is apt to raise a tremendous hue and cry about the constitutional right of free speech and abandonment of the library's heritage of impartiality. Consider the following statement, however:

While the Library's Bill of Rights (*A.L.A. Bulletin* 33:51, Jan. 1939) states that in no case shall selection of books and other reading matter for purchase from public funds "be based upon the race or nationality, political or religious views of the writers" and "as far as available material

permits, all sides of controversial questions shall be represented equally in the selection of books on subjects about which differences of opinion exist" librarians must remember that they are, in troublous times like these, in a unique position to disseminate knowledge and truth. To conscientiously carry out their trust a certain degree of alertness, sensitivity to bias and the purely propagandistic, and honest evaluation must be practised in the selection and circulation of printed materials.³

This statement rings strangely familiar. How many times have we been reminded of our responsibility and unusual position to spread the light of truth? What better way is there of aiding truth than by suppressing untruth? As to our heritage of impartiality are we actually serving the best interests of civilization when, by maintaining strict impartiality we eventually aid, tacitly at least, in destroying that very ideal? In pre-Hitlerian days, in all probability, our German brethren maintained a policy of impartiality—of having all sides, including National Socialism, represented. By so doing German librarians passively assisted in spreading the Nazi doctrine. By standing for freedom of expression they assisted in destroying it for one of the first acts of the Hitler regime was to "coordinate" libraries. Presumably we are all committed to the democratic ideal although we may differ in definitions of the American way. Does the idea of impartiality and freedom of speech, however, create an obligation for us to nourish that which is inimical to the democratic ideal until the enemy grows strong enough to destroy all pretense of freedom of thought and expression? Critics will arise to question our

³ Heaps, Willard A. "Books for the 'Long and Calm View' on the Crisis, Its Background and Implications to the United States." *Booklist* 36: 34, Oct. 1, 1939.

competence to act as arbiters of right and wrong were such a policy adopted. Similarly the analogy of fighting for democracy only to destroy it in the fighting therefor would be used against us but, even so, cannot censorship be justified by implication? Books are selected for libraries with a great deal of care and every attempt is made to eliminate, as far as possible, those which are not authoritative, accurate, or impartial. By what token should all kinds of material be placed in libraries because it comes for the most part in the form of donations? So much for three possible methods of handling propaganda; namely, exclusion, education, or censorship.

Desirability of Establishing Values

It has already been stated that as long as problems remain to be solved in our society propaganda will exist. In a changing society values are bound to change. There can be no absolute truth and as a result there must be propaganda. The question is which propaganda shall we accept? The reasons for this question are many, but unfortunately there is no clear-cut answer because there are no social values which we may automatically accept. The medical profession, motivated by a biological value that life is preferable to death, never hesitates to attempt the cure of a sick person. But what values are there which can scientifically describe the best form of government in the same way a scientist can describe the best conditions for performing a given experiment? There are none. The social values which exist are those set up by the people themselves. It is not too much to think, however, that some clarification of the issues which determine social values is possible. If leaders in all phases of human

thought and activity should join in a concerted effort it should be possible to formulate a set of social values beneficial to mankind.⁴ As a contribution to our long sought after philosophy of librarianship let us take a stand looking toward the formation of such a group, aid in determining values, and then attempt to translate them into reality. Only by resorting to propaganda to cure the ills of the world can propaganda be eliminated. An idealistic program, to be sure, but not utterly impossible of achievement.

What of the Present?

In the meantime, what of the present? Obviously we cannot accept everything—we do not accept everything sent to our libraries. But still “censorship” is scarcely even whispered. Much of the material is relegated to the wastebasket on grounds other than content, no doubt, which does relieve the charge of censorship somewhat. Concretely speaking, what treatment shall be accorded propaganda in libraries considered strictly from the viewpoint of content and on the assumption that space is available and staff large enough to process every little pamphlet which comes to the library?

The primary purpose of the college library is to furnish material to support the courses of instruction; the university library adds the provision of research materials to its instructional function; and the great reference libraries emphasize the research activity almost exclusively. Books for these three related types of libraries are selected basically to perform these functions. Is there any reason why the same standard should not be applied to the treatment of propaganda? Admittedly this policy leaves much to the librarian's

⁴ Doob, *op. cit.* pp. 410 ff.

judgment but if he is competent to select he should also be granted competence to reject material. Although this solution provides no specific formula whereby propaganda can be automatically tested, admitted or rejected, it would seem that fundamentally usefulness could be accepted as the first principle for admission. With this as a guide all three types of propaganda; namely, "good," "innocuous," and "harmful" would be admitted in proportion to their usefulness in any given type of library. Regardless of policy the first two types need cause little concern. As far as the third, or "harmful," type is concerned it would seem our function might go beyond education or censorship, even beyond any treatment which may be devised for the actual handling of this material.

No Immediate Cause for Alarm

It is still generally agreed that "it can't happen here." As long as this condition exists there is no particular cause for alarm over the subversive effect of propaganda in our college, university, and reference libraries for two reasons. First, we are dealing to a certain extent with an

enlightened clientele and one which has been more or less exposed to some "education" with regard to propaganda. Second, propaganda to succeed must have a fertile ground. As long as we are a moderately prosperous, confident, and reasonably well satisfied people we are not apt to fall prey to political or economic "isms." So, it would seem that in troublous times like these it behooves us to look beyond the actual treatment accorded propaganda; to look, rather, toward the possibility of aiding in the solution of the problems which now give rise to propaganda, to be keenly aware of the changes taking place in our political, economic, and social life and, at the first sign of danger to the system which has given rise to libraries and freedom of thought and expression on an unprecedented scale we should be ready to adopt vigorous counter measures. Amidst all this we must remember that values change and we cannot put ourselves in the position of being unalterably opposed to change. All this will require a keen mind and a deep understanding of humanity, but the challenge and the prize are worthy.

Reclassification of College and University Libraries

(Continued from page 164)

Libraries That Cooperated in the Study

Brown University, Providence
Catholic University of America, Washington
Colby College, Waterville, Me.
College of Saint Catherine, Saint Paul
Cornell University, Ithaca, N.Y.
Harvard University, Cambridge, Mass.
Haverford College, Haverford, Pa.

Iowa State College, Ames
Johns Hopkins University, Baltimore
New York University, New York
Ohio State University, Columbus
Stanford University, Calif.
Swarthmore College, Pa.
Temple University, Philadelphia
University of California, Berkeley
University of Cincinnati, Cincinnati
University of Michigan, Ann Arbor

General

Among the pressing publication needs outlined by the Reference Librarians Subsection at the San Francisco conference was that of a current biography service. The H. W. Wilson Company has just begun the publication of such a service. It will be cumulated monthly and feature national and international names of the day. It is interesting to note that *Who's Who in America* has also begun the publication of a loose leaf current biography service entitled *Who's Who in the News* and *In the News and Why*.

East

Columbia University Library, C. C. Williamson, director, is opening a lending library of popular current books in fiction, travel, biography, literature, etc., for the benefit of members of the university teaching, administrative, and maintenance staffs, their immediate families, and registered students. The service will be supported by a low per diem charge for the rental of the books.

The recently dedicated Babson Institute Library and Work Laboratory at Babson Park, Mass., is a red brick, Georgian Colonial structure. The building was planned to bring about the closest possible relationship between the students and the books which they will need to use. The two main floors and basement contain work offices or individual studies for junior and senior students, the periodical and reference room, a series of faculty and student conference rooms, staff offices and work rooms, and a browsing room for recreational reading, as well as an assembly hall with projection equipment for visual education and a book shop.

News from

The University of Maine Alumni Association has begun a campaign to raise funds to assist in financing a \$400,000 library building program to replace the thirty-three year old, overcrowded Carnegie building. The projected building will conform to the Georgian Colonial red brick construction used in other recent additions to the campus at Orono, will be three stories high, and designed to seat about 30 per cent of the student body.

E. A. Funke, a notable book collector of Riverdale, N.Y., has given to Manhattan College of New York City a collection of rare books which includes a copy of the Estienne Greek New Testament of 1550, Verdizotti's *Aesop's Fables*, the Hamburg, Germany, Criminal Code of 1580, the Henry W. Poor copy of the Roman Missal from the Plantin Press printed in 1686, and other rare and unusual volumes.

The College of the City of New York is to receive \$37,250 in book funds originally donated to its predecessor, the Free Academy, ninety years ago and since then held by the New York Board of Education. This fund was originally donated by Ephraim Holbrook who died in 1852 leaving \$5000, and Seth Grosvenor who died in 1856 leaving \$30,000. Mr. Grosvenor in his will expressed the hope "that such books may always be selected as to be useful in reforming the rising generation."

University of Vermont's Library at Burlington has recently assembled for display twenty-four of the thirty-one volumes listed by the first president of the university as being books in its original college library. These reference books were

the Field

available to students in the year 1800. They include largely editions of the Bible, volumes of sermons, a copy of the Greek minor poets, and one or two volumes of Joseph Priestley's experiments.

John Hay Library at Brown University, Providence, R.I. has recently completed a new wing providing stack space for 150,000 books, two new reading rooms, and a new circulation room. One of the reading rooms is known as the Reuben Aldredge Guild Room, in honor of the librarian who served from 1848 to 1893, and is equipped with deep-cushioned chairs for recreational reading. The divisions of social studies and the humanities will have reading rooms with adjacent seminars for faculty and students in this section.

The Washington Square Book Club of the Washington Square College Library of New York University recently began its sixth year with an informal talk by George Stevens, then editor of the *Saturday Review of Literature*, on the policies which governed his choice of books and reviewers. Mr. Stevens, now with J. B. Lippincott Company, was asked many questions about his selection of reviewers.

It is interesting to note in connection with Washington Square Library that the card catalogs in the biology and chemistry libraries which heretofore have been in classified form, are being made over into dictionary catalogs in order to promote their use among students and faculty.

Lafayette College, Easton, Pa., is developing a general working collection of materials relating to General Lafayette

for whom the college was named in 1824. The collection includes some of his original letters, autographed manuscripts, portraits, busts, etchings, and engravings of scenes from his life. The collection already numbers several thousand items, including a special gift from the American Friends of Lafayette who have made the college their official depository.

Skidmore College, Saratoga Springs, N.Y., has begun a campaign among its trustees, alumni, faculty, and students to raise \$200,000 for a new library building. The structure is to be of red brick, Georgian style, with two stories and a basement. The three stacks will include thirty carrels for individual workers.

Colby College, Waterville, Me., recently marked its first Library Day by laying the cornerstone of a new library building to be erected on the Mayflower Hill Campus two miles from the present campus. In the morning, Edward F. Stevens, former librarian and director of the School of Library Science, Pratt Institute, Brooklyn, spoke on "The Function of the Library in the Liberal Arts College." In the afternoon, Robert B. Downs, director of libraries, New York University, former librarian at Colby College (1929-31), led a round table discussion on the subject of "The Library—the Focus of the Classroom."

The University of
Middle West Wisconsin, Madison, has completed the erection of a new law school library with accommodations for 120,000 books. More than 200 law school students recently set aside their canes and legal decorum and aided by the dean, Lloyd K. Garrison, and other faculty members car-

ried the first load of 40,000 law books from their own cramped quarters to the new building. The library addition provides space for a reading room holding 150 students, six faculty offices, and a seminar. A collection of law etchings donated by the father of Professor Charles Bunn of the law school faculty will be hung on the walls of the seminar room.

South The establishment of a new research depository, the Propaganda and Promotion Archives, at the Library of Washington and Lee University, Lexington, Va., has been announced. The new archives collection has been jointly organized by the librarian, Foster Mohrhardt, and O. W. Riegel, director of Lee Journalism Foundation. The archives will be housed on the ground floor of the college library and will be cross indexed and made easily accessible for use. Some 10,000 items have been acquired thus far, largely from the European countries at war.

The General Education Board of New York City has made a grant of \$55,250 to provide a union catalog of library facilities in the following five educational institutions in Georgia: Emory University and Georgia School of Technology at Atlanta; Agnes Scott College and Columbia Theological Seminary at Decatur; and the University of Georgia, at Athens. Two permanent copies of the union catalog will be available, one at Emory University, Atlanta, and the other at University of Georgia, Athens. The union catalog will not be restricted to the five institutional libraries but will include facilities of many other independent libraries in the state. Duplicate copies of catalog cards of all acquisitions will be

sent by these institutions. The aim of this undertaking is to make available to graduate students all of the library facilities in the Atlanta area. Representatives from each school will form an executive committee for the administration of the project.

University of North Carolina, Chapel Hill, has received from the library of its former head of the department of biology, Henry van Peters Wilson, an unusual collection of 200 books and monographs, and 7000 unbound pamphlets and reprints relating to the field of zoology.

At the University of South Carolina at Columbia, the cornerstone of a new \$670,000 library was laid by the representatives of the Grand Lodge of Masons of South Carolina on Founders' Day, January 10, 1940.

The 1200 volume law library assembled by the late John J. Howe, Carrollton, Ky., has been given to the University of Kentucky Law Library. This comprises complete sets of Kentucky session laws.

Southwest University of Texas Library, Austin, has recently strengthened its Latin-American collection with the purchase of the Munoz collection of Chilean history, biography and bibliography amounting in all to over 1000 volumes.

Personnel Edith Anthony, graduate of Carnegie Library School, Pittsburgh, Pa., and circulation assistant at the Pennsylvania State College, has resigned to accept a position as librarian of the Westinghouse Electric and Manufacturing Company of Pittsburgh.

Julian P. Boyd, graduate of Duke Uni-

versity and librarian and editor of the Historical Society of Pennsylvania since 1935, has been appointed librarian of Princeton University Library.

Frances E. Church, librarian, Ward-Belmont Junior College, Nashville, Tenn. since 1929, died recently. Miss Church, a graduate of Drury College and Southwest Missouri State Teachers College, received her library training at Illinois and Columbia University School of Library Service. Prior to starting her work at Ward-Belmont, she was assistant librarian at Southwest Missouri State Teachers College and acting librarian at Peru State Teachers College, Peru, Neb.

Mrs. Clarence S. Cleasby, Jr., a graduate of Pembroke in 1939, and Willis F. Eastman, Jr., graduate of Brown 1939, have been appointed assistants of the circulation department at Brown University Library, Providence, R.I.

J. Howard Dice, librarian, University of Pittsburgh, since 1920, passed away in December after a long illness. Mr. Dice graduated from the University of Pittsburgh and from the New York State Library School. Prior to becoming librarian at the University of Pittsburgh, he was on the staff at Ohio State Library and librarian for the U. S. War Department.

Martha A. Foster, graduate of Drake University and Columbia University School of Library Service, and Mrs. Royal Gladding, formerly of Middlebury College (Vt.) Library, and graduate of Simmons College Library School, have been appointed to the catalog department of Brown University Library.

Mrs. Louise Heinz, supervisor of the Institute of the Fine Arts Library of New York University, is on leave of absence from November 1939 to September

1940. Her place will be filled by the temporary appointment of Mildred Steinbach who has had professional library training at Columbia University and graduate work in fine arts at New York University. Miss Steinbach will be on leave from the Fine Arts Library of Vassar College.

Recent appointments to the faculty at the Library School of Louisiana State University at Baton Rouge include Norris McClellan and Janet Agnew. Miss McClellan who will teach school library administration and book selection is a graduate of Louisiana State University and Columbia University School of Library Service and was formerly high school librarian at Port Washington, L.I. and Scarsdale, N.Y. She was consultant for Gaylord Brothers for two years.

Miss Agnew was formerly a member of McGill University Library staff and on the faculty of McGill University Library School. She will teach history of books and libraries, and bibliography.

Mrs. Dorothy E. Spofford, on leave of absence at Vassar College Library for a year, has returned to Brown University to become librarian of Pembroke College.

Katharine M. Stokes, Simmons College Library School '28, and circulation librarian of the Pennsylvania State College Library since 1931, is on leave of absence from February to May to serve as reference librarian at Swarthmore College Library, Swarthmore, Pa.

Laurence E. Tomlinson, who has been appointed librarian of Phillips University, Enid, Okla., will also serve as adviser to men on the campus. In connection with his new duties, he plans a special guidance program for the freshman class including study skills and habits, social etiquette, and

(Continued on page 202)

A Nation-wide Study of Junior College Terminal Education

PLANS HAVE been recently completed for a nation-wide study of education at the junior college level, with specific reference to terminal courses. The study will include both general education and vocational education.

The study is being carried forward by a special commission created by the American Association of Junior Colleges. Members of the commission include:

Doak S. Campbell, chairman, dean of the Graduate School, Peabody College for Teachers, Nashville, Tenn.

Walter C. Eells, executive secretary, American Association of Junior Colleges, Washington, D.C.

Byron S. Hollinshead, president, Scranton-Keystone Junior College, La Plume, Pa., representing Junior College Council of the Middle States

Guy M. Winslow, president, Lasell Junior College, Auburndale, Mass., representing New England Junior College Council

Leland L. Medsker, Department of Occupational Research, Chicago Junior Col-

leges, representing North Central Junior College Association

J. E. Burk, president, Ward-Belmont Junior College, Nashville, Tenn., representing Junior College Division of the Southern Association

David L. Soltau, president, Lower Columbia Junior College, Longview, Wash., representing Northwest Association of Junior Colleges

Rosco C. Ingalls, director, Los Angeles City College, Calif., representing California Junior College Federation

J. C. Wright, assistant United States commissioner of education for vocational education, Washington, D.C.

Leonard V. Koos, professor of secondary education, University of Chicago.

Aubrey A. Douglass, chief of the Division of Secondary Education, State Department of Education, Sacramento, Calif.

The study is made possible by a grant from the General Education Board. It begins at once and will continue throughout 1940. Plans provide for making results of the study available.

Book Reviews

Report on Some Problems of Personnel in the Faculty of Arts and Sciences. A Special Committee Appointed by the President of Harvard University. Harvard University Press, 1939. 165p. \$1.50.

THE DISMISSAL from Harvard, in the spring of 1937, of Messrs. Walsh and Sweezy, two popular economics instructors, set off the train of events which resulted in the report under review. These terminations of appointment prompted 131 of the younger Harvard faculty to address a memorandum of misgiving to nine professors who in turn recommended to President Conant that the university's action be investigated by a faculty committee and that, further, a report on the larger questions relating to the advancement of younger men on the faculty be considered. The present item is a report on the second of the two objectives.

The problem underlying the situation investigated is a dilemma confronting every private institution of higher education and, in some degree, most publicly supported institutions. One horn is the static or declining income from investments; the other, increasing enrolment. The first horn calls for a reduction of expenditures; the second, for an increase in teaching personnel. One way to reduce expenditures is to replace professorial vacancies with instructors. Thus, money for the good job, the secure job, filters down to the level of unattractive jobs with no security at all. It is easy to see how such circumstances produce, presently, the need for an investigation like this. It is also apparent that there can be no satisfactory solution in the idiom of

the past when an expanding university economy could make room in the upper brackets for promising young men. The solution proposed is nothing more than a rapid and enforced turnover in the lower ranks of the faculty. This solution recognizes the accidental practice prevalent at many universities of casual, hand-to-mouth re-employment from year to year of lower rank teachers, resulting eventually in the acknowledgment by the university of "a moral obligation to retain for life the man whom they have never at any point explicitly and affirmatively chosen for permanent rank. The time for the crucial decision has been postponed until it is no longer a free decision, the teacher having acquired a cumulative expectation, and the university a cumulative commitment."

The report divides itself into four major parts: rank, tenure, and salary; criteria of selection; administration and procedure; extramural relations. The discussion and conclusions are, since this is a report of a faculty committee of Harvard University, stated in local terms. It is possible, however, to glean certain general truths applicable to any institution.

The discussion of tenure is one of the portions of general interest and utility. The value of tenure is essentially the value of security. Security confers freedom of thought on the teacher and the research worker, and insures safety for men whose public statements from the lecture platform or in print make them peculiarly open to attacks by outside groups. Security makes attractive a career whose low income prevents the storing up of reserves against old age and accident, substituting the guarantee of modest

but continuous income. Finally, security "enables a scholar . . . to devote himself single-mindedly to the advancement of knowledge unharassed by one of the major anxieties of life."

Library workers may well ponder this analysis of the value of tenure in connection with their own jobs. While the librarian apparently does not need the safeguard of tenure for freedom of thought, since his activities occur within the framework of institutional policy, it should be observed that, as he assumes broader interests and responsibilities of professional and community nature, he moves increasingly into the area of conflict with outside groups. The problem of censorship in libraries is an instance of such an area of conflict. If the library profession draws to itself people of broad interests and personal capacity, it must in time face this problem of conflict which has always confronted the scholar. As for attractiveness of job and security to work wholeheartedly at the job, the librarian is in a situation no different from that of the scholar.

Throughout, often by implication, the report recognizes the positive need for administration as an activity necessary in large and complex operations. "Regrettable as it may be to those who prefer the traditional spirit of informality. . . . In a complex situation, informality gives rise to misunderstanding, conflict, irresponsibility, and inefficiency."

The report is an admirable case study of faculty organization, its problems, and certain solutions therefor. The course of scholarly advancement is formally simple, going as it does from the undergraduate by degrees to the top professor. This formal simplicity, however, is attended by many real complications produced by en-

rolments, the tradition of tenure, academic freedom, the difficulty of defining and applying criteria for advancement, and the problem of securing adequate self administration by men whose primary concern and thought lies along wholly different lines.—Donald Coney, *University of Texas, Austin*.

Administrative Ability; Its Discovery and Development. Walter Van Dyke Bingham. Society for Personnel Administration, P.O. Box 266, Washington, 1939. 17p. \$.25. (Pamphlet No. 1)

IN THE equipment of university librarians emphasis has so often, even very recently, been placed on academic education, on the scholarly mind, that there seems to be some danger of forgetting, as is sometimes done in reference to other university administrative positions, that administrative ability is something else again and must be sought out, cultivated, and used in certain places where it is perhaps entitled to be considered before scholarship, at least productive scholarship. It is to be expected that university librarians, who generally stress the administrative character of their work, might have contributed some ideas, some practice in their organizations for the development of this particular ability, but such are not readily found and therefore we are constrained to read general treatises and study how they may be applied to our particular organizations. Colonel Bingham's little pamphlet is so vigorous, so specific, so pertinent even to libraries that I have already quoted from it rather extensively in my recent paper on "The Training of University Librarians."¹ I

¹ *College and Research Libraries* 1:22-29, Dec. 1939.

shall therefore meet the editor's request for a review of it largely by an attempt at a synopsis.

In his introductory section the author refers to an alleged shortage of good administrative material for government service and asks if it is going to be necessary to turn again and again to the business world, to the legal profession and other places in the hope of locating capable administrators. Librarians will not have any difficulty in transferring this question to their own sphere. The author then goes on to discuss the possibility of the government recruiting potential administrative talent for its own service, and proceeds to consider the conditions under which it can be brought to light and developed. Following this is some discussion of the functions of administration. Librarians will, I think, in the main, agree that this includes both policy making and the function of management.

In section 2 he gives a vivid picture of the able administrator in action, a man "who has formulated a little nucleus of well-thought-out purposes and basic policies . . . so that every proposal . . . can be put to the test of these fundamental aims." His ideal administrator consults his staff to get real criticism and ideas; he does not merely go through the motions. This section the reviewer especially commends to young administrators still elastic enough to be affected by it. I wonder if the story of how one young assistant fathered an idea on his chief in order to get it accepted could still be told of this generation. Section 3 defining the abilities desired in an administrator, is relatively slight, but section 4, dealing with two kinds of thinking desirable in an administrator, rational inference, that is judgment based on the analysis of factual data,

and the capacity for intuitive sound decisions where the information is inadequate or there is little time for investigation, is admirable. Section 5, the last one, is short and in the main a summary, with the conclusions that administrative ability is a complicated pattern of many talents and that the desired abilities must, to a large extent, be learned.

The failure of most of our large university libraries to develop young administrators to go out and head other scholarly libraries is marked in my time. It is to be hoped that the current and next generations will do better. This pamphlet should help them.—*Sydney B. Mitchell, University of California, Berkeley.*

The Library of Tomorrow: a Symposium. Emily Miller Danton, ed. American Library Association, 1939. 191p. \$2.50.

IN HIS forecast of an ideal Israel the prophet Joel predicted, "Your old men shall dream dreams, your young men shall see visions." In this symposium Mrs. Danton has accomplished more than Joel anticipated. The twenty contributors include the librarian emeritus of Congress; four ex-presidents, the secretary and a division chief of the American Library Association; a university president; a professor of education; two professors in library schools; and the heads of public, university, children's, special and National Youth Administration libraries. Two outstanding non-librarian advocates of public libraries, Mrs. Dorothy Canfield Fisher and William E. Marcus of the Montclair (N.J.) Public Library Board, complete the list. Library users *per se* are not included.

These contributors vary widely in their

experience in and with libraries as well as in the types of library work they discuss. Their contributions, nevertheless, have at least two common characteristics. The older members of the group as well as the younger see visions. Practically none of them pays enough attention to the past even to dream about it. Several points of fairly general agreement are noticeable but there is no insistence on regimentation or close approach to uniform approval of technique or the evaluation of many specific phases of library work. "To-morrow" seems to range from just around the corner to the not very remote year 1976.

Social forecasts tend to follow three fairly general patterns: first, a future society based on radical differences, good and bad, from the time in which the forecaster writes; second, a society in which good or bad social changes evolve from contemporary conditions with relatively little essential dissimilarity; third, those based on fantasy and not to be realized under conditions generally considered normal. This book is definitely of the second type with emphasis on the optimistic viewpoint. Not many things appear in the forecasts that are new or which are not easily recognizable as developments of present conditions or practices. General mechanization of buildings, equipment, and administrative techniques are suggested at one end of the composite picture. An "attempt to stock the literature of the left (pamphlets, books, and periodicals) in quantities that are adequate for the present and potential demand" is at the other end. The *carte blanche* character of this professional menu permits a fairly wide variety between these extremes.

A composite graph of the suggested changes would show an uninterrupted curve of sharp ascent with an upper

terminus approaching the incommensurable if not trailing into the infinite. Federal aid is usually postulated when mentioned or discussed. The most specific article, which seems to be most generally approved by reviewers, is entitled "National Leadership from Washington" and stands or falls with federal grants. The pervasively optimistic tone of the book ignores the possible operation of the law of diminishing returns in readers' interests, public conviction of the essential place of libraries, or increasing funds to meet anticipated increases in use and expense.

Probably this is the main weakness of the symposium as a whole. The library's past justifies hopeful anticipation. Nevertheless, it is not defeatism to insist that permanent growth must be intensive as well as extensive. More readers do not necessarily mean the maximum of public service. What they read as well as how much is important. Though several articles inject this note at times, it is far from dominant.

In the very frequent insistence on future cooperation, the mutual character of cooperation is less stressed than equalization. In social service, as in a city water supply, there is a difference between building a reservoir high enough for pressure sufficient to supply all levels of the territory served and opening the reservoir outlets in an attempt to raise the general level of the sources of the reservoir's supply.

Most of the contributors are primarily interested in public libraries or extension services. Reference and research needs and services consequently receive comparatively little attention. President Wriston's views on college and university libraries are both discriminating and provocative in their suggestions of selec-

tive limitation. It is unlikely, however, that the excellent special collections on Lincoln, Napoleon I, or American poetry at Brown will be drastically reduced or that agreement on limitation of college and university libraries will be soon or easily reached.

Contradictory as it may seem, this very lack of definiteness and agreement makes the book of more than temporary interest and value. The library must be unsettled in a world of social confusion. The points of agreement reached independently indicate possible avenues of advance. Disagreement indicates more than one road to improvement.

It will not be popular to note that, while the potential social service of the library is well recognized, its necessary and often desirable limitation by general social conditions is not always as frankly admitted. Future depressions and diminishing interest in reading are quite possible. Plans for forced entrenchment should be in readiness by the most optimistic librarian even if not publicized or acted upon until unavoidable.

Librarians who do their own thinking will be ready to make these reservations. They will not mistake the occasional evangelistic outbursts for factual statements. Those who think by proxy will for the most part find the excess optimism more profitably stimulating than a similar excess of even plausible pessimism.—*Frank K. Walter, University of Minnesota, Minneapolis.*

Vitalizing a College Library. B. Lamar Johnson. American Library Association, 1939. 122p. \$2.

MORE AND more the college library must be regarded in its relationship to the other educational divisions on the campus.

Librarians have recognized this, perhaps more keenly than professorial and administrative groups, and here and there a few bold spirits have, on occasions, made threatening gestures toward reform. At Stephens College, the administration, the library staff, and the teachers, recognizing the essential unity of library work and teaching, discarded conventional library practices for a program which would bring students, faculty, and books together and which would make it more nearly possible for the student to associate with books as in a private library. By establishing the dual position of librarian and dean of instruction, by employing in this position a man whose training, experience, and interest have been primarily in the field of teaching, and by securing a special foundation grant to conduct an experimental library program, the Stephens College administration set the stage for the library program described by Dr. Johnson in *Vitalizing a College Library*.

The library program described provides for decentralized service under centralized administration, for classroom libraries (languages and dramatics with modification of the plan in English and other humanities), division libraries (social study and science departmental libraries adjacent to teaching quarters under supervision of subject-librarian specialists), the use of the general library for informal student-teacher conferences as well as for formal class instruction, joint library-teacher responsibility in instructing students in the use of books and libraries, book collections in residence halls and in the infirmary, and for the encouragement and building up of student private libraries. The range of services commonly thought of in college library work has been expanded to include the circulation of

phonograph records and music scores, the loan of framed pictures for students' rooms, and the establishment of a visual education service for the loan and previewing of motion pictures for class work. Further elucidation of the program is unnecessary since most librarians are already familiar in a general way with the Stephens library program as interpreted in more than a dozen articles in library and educational journals.

The question naturally arises, since this is a case history of one particular library program, as to how useful the results of the study are to other librarians. The answer, in this reviewer's humble opinion, is that Dr. Johnson has made a valuable contribution to the whole subject of library-teaching relations. Every college librarian will find in it a stimulating, enlightening, and constructive analysis of one approach to a difficult and perplexing problem. The intellectual interests of students are, for the most part, a function of their mental development. In most colleges, undergraduate students receive their sharpest stimulus to learning in the scientific laboratory. Only in a very limited degree is there the same stimulating association in the humanities and social sciences to spark the interest of students. The physical provisions in most college libraries for just such stimulation are largely lacking. But there is every reason to believe that if an opportunity is provided, the results will be equally stimulating. This is what Stephens attempts to do.

On the other hand, the Stephens program is not the only approach to bridging the gap between the library and its relation to instruction, as Dr. Johnson would be the first to agree. His scheme of decentralizing the book collections in a small

college library is contrary to at least one librarian's notion that the unifying function of the college library should be an important fact in the interrelation of knowledge. Furthermore it hardly seems possible that advanced students could do any really serious investigation when library resources in the social sciences and humanities are so widely scattered and when only a skeleton collection remains in the main library. Dr. Johnson's slogan "Books All Around Them" brings to mind the remark of a Maine coast native. Asked whether he spent the long winter evenings in reading, he replied, "No! Reading is bad. Too much reading rots the mind." Too much reading of the quality singled out by Stephens' students as their first choice for recreational reading would probably rot the mind.

It is regrettable that the author should have adopted the methods of the comparative school in the chapter on "Administration and Records" where circulation and cost figures in the particular instance cited cannot be accepted as true criteria for measuring the library effectiveness of these institutions. In spite of these shortcomings, minor to be sure and permissible only as cavil among friends, Dr. Johnson has, by combining his sound teaching and library experience, succeeded in giving us a vastly suggestive and stimulating analysis of a successful college library experiment. —Guy R. Lyle, *Woman's College Library of the University of North Carolina, Greensboro*.

A Code for Classifiers. William Stetson Merrill. 2nd ed. American Library Association, 1939. 177p. \$2.

MR. MERRILL'S second edition of his *Code for Classifiers* is a bona fide new edi-

tion. To the three hundred sections of his 1928 edition, he has added sixty-five new sections involving nearly two hundred new rules. Many of the old sections have been rewritten, clarified, and amplified.

The plan of the book is unchanged. The first division on general principles has been recast in the form of terse rules followed by discussion. Though the principles remain the same, the approach to the work has been vastly improved. The main part of the book remains, as before, a series of rulings on the classification of "border-line" books. The purpose of these rulings is, first, to secure consistency in the classification of similar works; and second, to classify the work in the most suitable and useful place.

In libraries operating on a strictly closed shelf system, the class number may be considered as little more than a location number to be secured through the catalog. In a library where a large number of research workers has access to the stacks, close classification and consistency are of primary importance. Without formulated policies, border-line books may be scattered among several classes according to the interests and opinions of various classifiers. The *Code*, embodying the practices of a number of important classifiers, offers a ready-made decision book covering many of the most frequently met border-line topics.

Much of the new material in the book deals with topics which have recently developed or changed. Some of these topics are so new that they have received no adequate treatment in printed classification schedules. They may not be adequately defined in dictionaries or encyclopedias. On such topics the rulings of the *Code*, accompanied by explanatory notes, definitions, and discussion of classification poli-

cies, can save the classifier many hours of investigation and thought. Take for example the topic "trailers for automobiles." In the indexes to Dewey and to the Library of Congress classifications the topic is referred to under automobile engineering. Merrill sends different phases of the topic to automobile engineering; touring; and other uses, e.g., habitations, theaters, etc. He cites specific titles classified by D.C. and L.C. under these various headings. It may be objected by some that a classifier should know or be able to dig up such information. However, the fact remains that classifiers cannot specialize in many subjects and that most of them have little time for digging into new fields.

The old material of the 1928 edition is, of course, unchanged in many sections. The underlying principles and policies have not changed. Some sections have been rewritten with additional explanations or definitions. Some sections have been expanded. Thus, the section on academy and learned society publications has been separated from series and society publications and has been given the adequate treatment it lacked in the old edition.

An important change in the new edition of the *Code* is the omission of the D.C. numbers printed opposite main headings. Another change is the inclusion of numerous references to the practices of the Library of Congress, of the D.C. editors, and of some thirty other classifiers who responded to Mr. Merrill's request for information concerning their decisions. These citations often suggest interesting alternatives in classification. They add to the authoritativeness of many decisions, and often they give valuable hints for further aids. To meet a request, examples have been given for all rules.

There are some subjects omitted which one wishes were included. The section on bibliography of individuals might have given space to the tendency of a minority to keep these, so far as possible, out of the bibliography number and to send them, along with biography of individuals, to the narrowest possible subject position.

To sum up, we can say that there will be many differences of opinion concerning various decisions in the *Code for Classifiers*. There will be, as Mr. Merrill says, frequent need to modify one's own copy of the *Code* to meet local needs or types of service. The book is a valuable addition to texts for library schools and it is an indispensable tool for the classifier's desk.—Elizabeth D. Clark, *University of Missouri Library, Columbia*.

Archives and Libraries. A. F. Kuhlman, ed. American Library Association, 1939. 108p. \$1.75. (Planographed)

THE PROCEEDINGS of the Committee on Archives and Libraries of the American Library Association, published in 1937 and 1938 with those of the Committee on Public Documents, are issued as a separate publication in 1939. The papers included were presented at a joint meeting of the A.L.A. Committee on Archives and Libraries, Pacific coast members of the Society of American Archivists, and the Historical Records Survey.

The first four papers report on the progress of the inventory and publications of the Historical Records Survey by Colonel J. M. Scammell, regional director; the immediate and long range programs for the survey of Luther H. Evans, national director; and proposals for ensuring the perpetuation of the results of the survey. Dorsey W. Hyde, Jr., of the National Archives, makes two suggestions:

first, a national program for the establishment of adequate archival agencies; and second, the immediate appointment of centralized "finding" bureaus to keep up to date card files on changes affecting the status of archives listed in the survey inventories. Theodore C. Blegen, of the Minnesota Historical Society, describes the manual on the writing of local history, presumably largely by amateurs, which he is preparing for the Social Science Research Council.

The two papers on cataloging by Evangeline Thurber of the National Archives and Grace Lee Nute of the Minnesota Historical Society illustrate concretely the fundamental differences between the cataloging problems of the archivist and of the manuscript curator. A failure to recognize these differences is responsible for the chaotic condition of so many archival catalogs.

A description of three outstanding western manuscript repositories by their respective curators is followed by an exposition of the application of microphotography in their respective institutions. The papers as presented at the conference were accompanied by photographic exhibits. Herbert I. Priestley describes the Bancroft Library, George P. Hammond the Spanish archives in the University of New Mexico, and Captain R. E. Haselden and Lodewyk Bendikson, the Huntington Library.

Vernon D. Tate of the National Archives summarizes the discussions on the application of microphotography to archival work. Dr. Hammond points out two of its limitations. His institution has been forced to the expense of making enlargements of its films because of damage from careless use in the projectors and complaints of eye strain involved in extensive

use of reading machines. One other limitation not mentioned is that current records which involve comparisons between documents, as most current records do, cannot be used efficiently on films because of the time involved in threading films in and out of the reading machines.—*Margaret C. Norton, Archives Division, Illinois State Library, Springfield.*

Report of the President [of the Carnegie Corporation]. Carnegie Corporation of New York, 522 Fifth Ave., New York, 1939. 90p.

ACCORDING to President Keppel, the Carnegie Corporation does not consider the year 1938-39 to be one of outstanding achievement in its history. Be that as it may, no person concerned with the problems of higher education should fail to read this report, for it indicates the difficulties that beset a group of men earnestly trying to direct the resources of a huge fund into the most productive American and British educational channels. The problems, plans, hopes, and fears of such men are of vital interest to those of us who are trying to achieve a better educational system.

Especially interesting to this reviewer are the discussion of a somewhat new emphasis upon timeliness in making certain grants, the remarks upon general education and the relation of the professions to the community, and the conclusion, in which the progress of the American people in the fields of interest of the corporation since its creation in 1911 is surveyed.

The report begins with an account of the general effect of world-wide unrest and uncertainty upon the investment policies of the corporation. These policies have been made even more conservative than before with the result that the 5 per

cent interest rate on Carnegie Corporation investments of 1927 has shrunk to 3.04 per cent this year. The dwindling income from investments is one very concrete factor that makes the corporation uncertain about the future. The long-term programs for the development of adult education, library, fine art, and museum facilities which consume about three-fifths of the Carnegie income have not been affected greatly, but the corporation has been very careful in making long-term commitments with the remaining two-fifths.

The main body of the report and a large section of the Appendix summarize the work and appropriations of the corporation so succinctly that a brief review can only send its reader to the original. In the opinion of this reviewer, the report's most challenging idea relates to academic degrees and their slight significance today as signs of educational achievement:

Only in a few strong professions . . . can it be said that the possession of a degree today necessarily means anything. Elsewhere, all too often, a degree as such may mean literally nothing. All over the country teaching and other vacancies are being filled by degrees, not by men or women, the appointing bodies accepting the diploma as a substitute for the tiresome process of really finding out something as to the professional and personal qualifications of individual human beings.

It cannot be too strongly urged upon the corporation that some study be made with a view to the rectification of this situation. Such a study would be arduous and charged with dynamite, for it would touch accrediting standards and agencies, questions of emphasis upon teaching or research for college faculty members, and many other controversial issues. It is possible, however, that a thorough study of academic degrees might throw considerable

light upon the reasons for the shocking short-comings of American collegiate education as shown in the Carnegie study by Learned and Wood entitled *The Student and His Knowledge*.

Dr. Keppel returns to a theme of earlier reports when he calls attention to the importance of fuller consideration of the place of the professionally trained men and women in the community. This year the point carries home to librarians by direct reference to the appointment, within the past eighteen months, of two laymen to influential library positions. Dr. Keppel feels that such appointments should cause us to ask ourselves both whether the layman responsible for selection of men for such posts understands the significance of professional qualifications and also whether our present machinery for the training, not only of librarians but elsewhere throughout the professions, is working adequately.

The conclusion to the report looks backward at the long-term record of the corporation and claims at least a share in certain accomplishments in a number of areas of broad human interests. Since 1911 when the Carnegie Corporation was founded, the American people have accepted the conception of education as a life-long process. The American public is more disposed than formerly to recognize that art is a matter of normal human interest. The influence of the corporation upon libraries and museums has been important. Economic, historic, and social inquiries large and small have been financed. Money has been given to aid in the endowment of colleges and universities and many of these benefits have accrued not only to the American people but to the peoples of the British Dominions and Colonies.

Librarians will be especially interested in twenty-two pages of publications listed in the Appendix. Many of these are of great importance for purchase in college and university libraries.—Neil C. Van Deusen, *Fisk University, Nashville*.

College and University Library Buildings.

Edna Ruth Hanley. American Library Association, 1939. 152p. \$4.50.

THE TITLE of this interesting volume is slightly misleading. It includes only two buildings which house a half million or more volumes and only three which serve 5000 or more students. Doubtless the University of Michigan building was included because the study was made under Dr. Bishop's supervision though his building is by some years the oldest one included. No volume can be considered a study of university buildings which does not include several other buildings of a size and type comparable to Michigan, such as Illinois, Rochester, California, Harvard, Yale. Actually this book is a study of college and *smaller* university library buildings. As such it is eminently satisfying.

The division by price ranges enables a librarian faced with a building problem to examine buildings within reach of his appropriation and to present them to college authorities without being confused by more expensive or cheaper buildings.

The section entitled, "Some Essentials in College Library Planning," is very well done. Personally I would emphasize, even more strongly than Miss Hanley does, the fact that most library buildings of the past, though planned for fifty years, have been seriously outgrown in from twenty to twenty-five years. It is impossible to place too much emphasis on the importance of planning every library

building in such a way that it can be enlarged easily without serious alterations in partitions and walls. Another thing which needs more emphasis is ample space for card catalogs. In criticizing individual plans Miss Hanley points out several libraries in which, within a very few years, the original space has proved too small. A minor point which might be mentioned is that in a bookstack all ranges should run in the same direction. Only one library in this book violates this rule but I saw two building plans this summer in which the architects seemed never to have heard of it. Another suggestion would be to emphasize that in planning the electric conduit system no circuit should be loaded to capacity and there should be some spare circuits in every switch-panel. Another possible suggestion is an ammonia or other cooling system for drinking water.

I would question the dictum that at least twenty-five square feet should be allowed for every reader in a reading room. This figure is beyond question in reference rooms and in rooms for graduate work. It is desirable but not necessary in reserved book rooms in which the average student uses only one book and a notebook.

There a narrower table may be used and still give ample accommodation at twenty square feet per reader.

Miss Hanley's criticisms of building plans are most ably done. In the best possible spirit and in the kindest words she points out defects and compliments valuable details. Some of her criticisms are obviously quotations from the librarians who have told her frankly wherein they have found their own buildings unsatisfactory. Others are discerning criticisms of the plans by Miss Hanley herself who knows the needs of college library buildings.

The book is marred by a number of typographical errors of which the most amusing is "conversation" for "conservation" on page 16.

Miss Hanley is to be commended for producing a much needed book and the American Library Association should be complimented for allowing her the size of page needed for showing plans upon a readable scale and for the unusually large number of plans and illustrations. We only wish that more buildings might have been included.—*Edward A. Henry, University of Cincinnati.*

Public Administration and Personnel Work

MRS. LUCILE L. KECK calls attention to the following publications in the field of public administration and personnel work that are significant from the standpoint of the direction of large libraries because they develop or embody guiding principles of administration.

White, Leonard D. *Introduction to the Study of Public Administration*. Rev. ed. Macmillan, 1939. 611p. \$4.

Dr. White has been a pioneer in the scientific study of public administration. In his thorough revision of his book he sets forth the basic principles and current practices in public administration and personnel management. It should be a helpful guide to library directors and to those who teach courses in the administration of large libraries.

Macmahon, Arthur W. and Millett, John D. *Federal Administrators*. Columbia University Press, 1939. 524p. \$4.50.

This volume is a landmark of public administration research on the federal level. The authors both participated in the investigations made by the President's Committee on Administrative Management. This is a real synthesis of the

managerial process as embodied in the complex administrative organization of our federal government with its multiplicity of departments and bureaus.

U. S. Department of Agriculture, Office of Personnel. *How to Start a Training Program*. Washington, D.C.: July, 1939. 33p. Free.

This is a manual on a training program in a personnel office of a federal department that has won great distinction in its work.

Hendrickson, Roy F. *The Personnel Program of the United States Department of Agriculture*. Civil Service Assembly of the United States and Canada. Chicago. Oct., 1939. 20p. \$.25. (Pamphlet No. 15)

An outline of the scope of personnel administration in the United States Department of Agriculture by its director of personnel.

Recent Library Literature

MATERIAL in this section has been generously supplied by Marian Shaw, editor of *Library Literature*, and by the H. W. Wilson Company; edited further by Neil C. Van Deusen. In scope it is limited to college, university, and reference libraries.

Architecture and Building

"Bodleian Library at Oxford." Sch. & Soc. 50:32-33, July 8, 1939.

A description of the new extension of the Bodleian Library.

Lawson, O. Gerald. "Rose Memorial Library of Drew University." Lib. J. 64: 579-83, Aug. 1939.

"Ralph Gibson McGill Memorial Library." Penn. Lib. & Mus. Notes 17:30-32, Apr. 1939.

A description of the Ralph Gibson McGill Memorial Library at Westminster College, New Wilmington, Pa.

Scott, Margaret H. "Savery Library Dedicated." Lib. J. 64:634-36, Sept. 1, 1939.

A description of the new Talladega College Library.

Shelton, Wilma L. "University of New Mexico Library." Lib. J. 64:541-45, July 1939.

Art Libraries and Collections

Pease, Marion D. "New Art Library at Skidmore College." N.Y. Lib. 16: 193-94, May 1939.

Perret, Ferdinand. "Research in Art." Calif. Arts & Architecture 56:57, Sept. 1939.

A description of the service and resources of the Ferdinand Perret Research Library of the Arts and Affiliated Sciences, Los Angeles, organized in 1906.

Stohlman, W. Frederick. "Special Collections at Princeton; I. The Marquand Art Library." Princeton Univ. Lib. Chronicle 1:9-14, Nov. 1939.

Books and Reading

Brough, Kenneth J. "Reading Program for Freshmen." Jun. Col. J. 10:16-20, Sept. 1939.

The librarian of Eastern New Mexico Junior College describes an experiment in an individualized reading program for a group of students.

Fagin, N. B. "Students Read." Engl. J. (Col. ed.) 28:62-65, Jan. 1939.

This article presents the results of a college English teacher's efforts to discover which magazines her students liked best.

Johnson, B. Lamar. "Pleasure Reading." In his Vitalizing a College Library. Am. Lib. Assn., 1939. pp. 54-82.

A description of experiments at Stephens College.

McCain, John W. "Improving Tastes in Reading." Engl. J. (Col. ed.) 28:309-10, Apr. 1939.

A discussion of the English teacher's task "in trying to raise the level of esthetic appreciation among students."

Mayer, Milton S. "Socrates Crosses the Delaware; St. John's College and the Great Books." Harper 179:64-75, June 1939.

The educational policy of St. John's College, Annapolis, has recently been revamped under the direction of Mr. Barr and Mr. Buchanan with the assistance of President Hutchins of Chicago. The reading of the classics is the central idea. A book list has been prepared, which can be obtained gratis.

Smookler, Idair. "Voluntary Reading Habits of Students of the Women's College." In Delaware University, Delaware Notes, 12th ser., 1939, pp. 55-68.

Browsing Rooms

King, Margaret I. "Browsing Rooms and Readers' Advisers." Southeastern Lib. Assn. Papers & Proc. 10:36-40, 1938.

The conclusion reached in this paper is that if browsing rooms are to succeed in developing good reading habits in college students, the books in them should circulate, the rooms should be supervised, and a readers advisory service should be available.

California University Library

Wood, Amy F. "Four and Twenty Years After; A.L.A. Returns to the University of California." Lib. J. 64:486-89, June 15, 1939.

College and University Libraries

Keenleyside, Mrs. Marjorie C. "Increasing the Use of the Library; Abridged." *Sp. Lib. Assn. Proc.* 2:124-30, 1939.

Munthe, Wilhelm. "University Library." In his *American Librarianship from a European Angle*, *Am. Lib. Assn.*, 1939 pp. 114-29.

A number of aspects of university library organization are treated: departmentalization, the relation between the librarian and the president of the university, the library committee, book buying and its attendant difficulties, seminar libraries, structure of the book collection, access to the stacks, the carrel system, censorship of the collection, and inter-university cooperation. American conditions are subjected to a critical examination and are compared with those in Europe.

Administration

Dare, Ruby E. "Student Advisory Committee for the College Library." *Lib. J.* 64:930-32, Dec. 1, 1939.

Watson, Mrs. Mildred V. "Faculty Library Committees." *Sp. Lib. Assn. Proc.* 2:130-31, 1939.

Book Selection

Guinagh, Kevin. "As the College Professor Views Us." *Wilson Lib. Bul.* 14:64-66, Sept. 1939.

Suggestions on methods of book selection in college libraries.

Hare, Joe. "Fundamentals of College Library Book Selection." *Sch. & Soc.* 50: 647-53, Nov. 18, 1939.

Finance

Falley, Eleanor W. "Impersonal Division of the College Book Fund." *Lib. J.* 64: 933-55, Dec. 1, 1939.

The procedure of the Library Committee of Goucher College Library.

Iben, Icko. "Relationship of the Business Office and the Library in Educational Institutions." *Lib. J.* 64:935-38, Dec. 1, 1939.

Centralization of the business of a college in a well-manned business office is essential.

Relations With Faculty

Johnson, B. Lamar. "Library and Instruction." In his *Vitalizing a College Library*. *Am. Lib. Assn.*, 1939, pp. 8-39.

An account of the participation of the library in the instructional program at Stephens College.

Rental Collections

Benn, T. V. "Students' Subscription Library at Leeds." *Lib. Assn. Rec.* 41:469, Sept. 1939.

An account of a subscription library of French books established in connection with the French Department of Leeds University.

Gallaway, William F. "Function and Operation of a Departmental Lending Library." *Engl. J. (Col. ed.)* 28:435-41, June 1939.

A description of how the English Department of the University of Kentucky solved the problem of supplying its students with supplementary reading material.

Cooperation

Newcombe, Luxmoore. "Le système de coopération entre bibliothèques aux Iles Britanniques et la National Central Library." *R. du Livre et des Bibl.* 6:170-74, Oct. 1938-Apr. 1939.

Pafford, John H. P. "Quelques notes sur la coopération entre bibliothèques en Europe en ce qui concerne les systèmes régionaux." *R. du Livre et des Bibl.* 6:159-63, Oct. 1938-Apr. 1939.

In a paper presented at a conference on cooperation among libraries held in Paris in May, 1938, the author comments on European interlibrary loan systems. The first system of cooperation originated in Germany. In 1902 a general agreement providing for loans among eleven state controlled libraries was concluded. For several years Germany has been building up a network of mutual loans, which embraces more than 900 German libraries.

One of the most important elements in this organization is the great *Deutscher Gesamtkatalog* of 102 German libraries. It was started in 1895 and now lists all books published before 1930. Closely connected with the *Gesamtkatalog* is the information bureau of the Staatsbibliothek in Berlin.

At first all libraries sent their requests directly to the Staatsbibliothek but now to relieve this library and other great libraries which participate in the *Gesamtkatalog*, demands are dealt with regionally. In 1927 the libraries of southwest Germany established a regional system for circulating the requests for loans. The National Library in Austria accepts only requests which have been referred to it by the large library nearest to their place of origin. In Holland, the Royal Library started compiling a union catalog of the scientific libraries. More than thirty libraries take part in it and in a system of interlibrary loan. Interlibrary loan among public libraries is developed to a lesser degree.

In Switzerland cooperation started along regional lines in different cantons and on a federal plan with the National Library in Bern as a center. The Zentralbibliothek in Zurich is the center of a local system consisting of twenty libraries. The Bibliothèque Publique et Universitaire in Geneva now cooperates with more than fifty libraries of the district. Each of these centers has a union catalog. The books circulating among the libraries enjoy exemption from postal charges. It is interesting to mention in this connection that cooperation very often starts on a regional basis as in the Scandinavian countries and in Switzerland.

In Russia the system is nearly as completely regionalized as in Germany, all requests circulating first among the libraries in each region. The central office must always be in the most important library of the whole district. It must have at its disposal a good number of reference books. If all libraries of the district are of the same type one of the difficulties of regional cooperation is solved. If they are of different types—municipal, county, university, special—they represent different and often opposed interests.

Copenhagen Universitet Bibliotek

Dahl, Svend. "Über die neueste Entwicklung des wissenschaftlichen Bibliothekswesens in Dänemark." *Zentr. Bibl.* 56: 395-409, Aug. 1939.

In 1926 the Danish Royal Library and the Copenhagen University Library ended duplication of each other's collections by agreeing to redistribute their holdings according to subject matter and to limit their acquisitions to the humanities, on the part of the Royal Library, and to the sciences, including medicine, on the part of the University Library.

Dartmouth College—Baker Memorial Library

Laing, Alexander. "Future of the Library." *Dartmouth College Lib. Bul.* 3:35-46, June 1939.

An analysis of the library and statement of objectives made by a staff member. Includes also recommendations regarding acquisitions, maintenance, improvement of facilities, and staff.

Dormitory Libraries

Johnson, B. Lamar. "Pleasure Reading." In his *Vitalizing a College Library*. *Am. Lib. Assn.*, 1939, pp. 54-64.

Exchange of Books, Periodicals, etc.

Muller, Hans. "Shipping Old Magazines." *Lib. J.* 64:814-15, Nov. 1, 1939.

Henry E. Huntington Library and Art Gallery, San Marino, Calif.

"Huntington Library Observes Anniversary." *Lib. J.* 64:745, Oct. 1, 1939.

"Research Facilities of the Huntington Library." *Huntington Lib. Q.* 3:131-45, Oct. 1939.

Incunabula

Rider, Fremont. "Holdings of Incunabula in American University Libraries." *Lib. Q.* 9:273-84, July 1939; abridged and corrected in *Wesleyan Univ. Lib. About Books* 10:1-6, Sept. 1939.

John Crerar Library, Chicago

Bay, J. Christian. "Book Selection for a Scientific and Technical Reference Library." *Lib. J.* 64:777-80, Oct. 15, 1939.

An account of how books have been selected in the John Crerar Library.

Library Instruction

Aldrich, Ella V. "Two Thousand Freshmen and the Library." *A.L.A. Bul.* 33: 675-76, Oct. 1, 1939.

Johnson, B. Lamar. "Instruction in the Use of Books." In his *Vitalizing a College Library*. *Am. Lib. Assn.*, 1939, pp. 40-53.

Library of Congress. Hispanic Foundation

Smith, Robert C. "Hispanic Foundation in the Library of Congress." *Bul. Pan. Am. Union* 73:625-34, Nov. 1939.

Importation of Books

Lydenberg, Harry M. "Foreign Importations." *A.L.A. Bul.* 33:767-68, Dec. 1939. Also *Lib. J.* 64:814, Nov. 1, 1939.

Order Work

Hale, Ruth E. "Acquisitions Librarian in a University Library." *Lib. J.* 64:734-37, Oct. 1, 1939.

The organization of acquisition work at the University of Washington Library.

Reference Books

Bibliography

Elliott, Mrs. Ada McD., comp. "Selected List of Recent Reference Books." *Wis. Lib. Bul.* 35:176-81, Nov. 1939.

Spargo, John W., comp. "Some Reference Books of the Sixteenth and Seventeenth Centuries: a Finding-List." *Bibliog. Soc. Am. Papers* 31:133-75, 1937.

Reference Work

Kelly, Clara J. "Reference Work with Periodicals." *A.L.A. Bul.* 33:193-95, Oct. 15, 1939.

The plan for a serials division "complete with acquisitions, cataloging, circulation, and reference services," would seem to Miss Kelly in most instances to be inadvisable.

Research Materials

Special Subjects—American History

Lathrop, Barnes F. "Microfilming Materials for Southern History." *J. Doc.* Reproduction 2:91-108, June 1939.

Leland, Waldo G. "Bibliography and Scholarship." *Inter-American Bibliog. & Lib. Assn. Proc.* 2:25-33, 1939.

"Bibliography and scholarship are inseparable, bibliography without scholarship is sterile, and scholarship without bibliography is impossible." The three essential types of bibliography give information on original sources, on the work of earlier scholars, or on the work of contemporary scholars.

Special Subjects—Economics

Delatte, I. "Les archives des administrations des finances et l'étude de l'histoire économique." *Arch. Bibl. et Mus.* 16 no 1:17-22, 1939.

A survey undertaken by the writer for the purpose of tracing the history of sales of ecclesiastical property in the department of Jemappes in Belgium entailed consultation of the archives of the Ministry of Finance.

Special Subjects—Florida

Hanna, Alfred J. "Union Catalog of Floridiana." *Inter-American Bibliog. & Lib. Assn. Proc.* 2:67-74, 1939.

Special Subjects—Latin America

Hanke, Lewis U. "Bibliographical Principles and Practices in the Field of Latin American Studies." *Inter-American Bibliog. & Lib. Assn. Proc.* 2:50-58.

Mr. Hanke suggests that bibliographies in the field of Latin American studies be selective rather than comprehensive and contain evaluative, informative notes. A number of projects in the field are proposed, including as immediate necessities a detailed and comprehensive guide to pertinent manuscript material available in or near Washington, and a chronological, annotated record of all published documents relating to the period from 1492 to 1826. Finally, it is suggested that the *Hispanic American Historical Review* substitute bibliographical review articles filling definite needs in the field for its present lists on haphazardly chosen subjects, and that it reorganize its book review section.

Normano, João F. "Recent Attempts at an Economic Bibliography on Latin America." *Inter-American Bibliog. & Lib. Assn. Proc.* 2:75-83, 1939.

A criticism of the two-volume bibliography, *Economic Literature of Latin America* and the annual *Handbook of Latin American Studies*.

Special Subjects—Panama

Behrendt, Richard F. "Some Problems of Bibliography and Archives Relating to the

Social and Economic History of Panama." *Inter-American Bibliog. & Lib. Assn. Proc.* 2:240-51, 1939.

Mr. Behrendt has aimed "to compile a bibliography of the social and economic history of Panama, including, as far as feasible, a registration of the documents to be found in public and private archives."

Special Subjects—Psychoanalysis

Collison, R. L. W. "Work of the Bibliographical Centre for Psychoanalysis and of the 'Index Psychoanalyticus.'" *Lib. Assn. Rec.* 41:467-8, Sept. 1939.

An account of the progress thus far made toward a complete bibliographical service for psychoanalysis.

Special Collections

American History

Cleland, Robert G. "Americana." *Huntington Lib. Q.* 3:135-41, Oct. 1939.

Darwin

"Darwin Library at Down House." *Science ns*, 89:479, May 26, 1939.

Economics

Fetter, Frank W. "Pryme Library of Economics at Cambridge University." *J. Pol. Econ.* 47:414-17, June 1939.

An account of the notable collection bequeathed to the university in 1868 by George Pryme, its first professor of political economy.

English History

Davies, Godfrey. "English History and Literature." *Huntington Lib. Q.* 3:141-45, Oct. 1939.

A discussion of the Huntington Library's collection of books printed in England or in English before 1640 and of its manuscript collections: the Larpent collection of manuscript plays from 1737 to 1824, the Stowe Papers, the Hastings manuscripts, and the Ellesmere manuscripts.

Hardy

"Hardy Collection Received." *Lib. J.* 64:463, June 1, 1939.

The Colby College Library has received a collection of Thomas Hardy material assembled by Miss Rebekah Owen.

Latin American History

Spell, Lota M. "Some of the Hispanic American Resources of the University of Texas." *Hispanic Am. His. Rev.* 19:100-01, Feb. 1939.

Mathematics

Rush, N. Orwin. "Mathematical Library." *Lib. J.* 64:434, June 1, 1939.

"The private mathematical library of the late Professor Edmund Landau, of the University of Göttingen, has been lent to the Colby College Library." The collection is briefly described.

Root

"Elihu Root Scrapbooks." *Bul. N.Y.P.L.* 43:544, July 1939.

The New York Public Library was the recipient in December, 1937, of a collection of sixty-two folio volumes of clippings and three volumes of letters and telegrams covering Elihu Root's career from 1864 to 1937, donated by his family.

Slavic Literature

Larson, Cedric. "Slavica Rara." *Am. Scholar* 8:375-77, Summer 1939.

Treats of the Slavic collections in the Library of Congress.

Teachers College Libraries

Standards

Dunbar, Ralph McN. "Self-Analysis for Teacher-training Libraries." *Sch. Life* 25:57-58, Nov. 1939.

Training for Librarianship

Cowley, John D. "Training and Recruitment of Assistants in University and College Libraries." *Lib. Assn. Rec.* 41:369-74, July 1939.

Hirsch, Rudolf. "Foreigner in Library Service." *Wilson Lib. Bul.* 14:50-51, Sept. 1939.

Austria

Theobaldus, Father. "Die Nationalbibliothek te Weenen als Opleidingsinstituut voor Bibliotheacarissen; abridged." *Bibliotheekleven* 24:83-94, June 1939.

A paper presented at the 1939 winter conference of the Netherlands Library Association in Utrecht. The first half deals with the administration of the National Library in Vienna and the second half with its function as a professional training agency for scholarly librarians.

Wood, M. E. "Training for Librarianship from the University Standpoint." *Australian Inst. Libns. Proc.* 1:42-45, 1938.

Reasons why a university librarian needs academic training are mentioned.

Vatican. Biblioteca Vaticana

Tisserant, Eugène, Cardinal. "Pius XI as Librarian." *Lib. Q.* 9:389-403, Oct. 1939.

Yale University School of Medicine Library

"Library for the History of Medicine at Yale University." *Science* ns. 90:389, Oct. 27, 1939.

The school has established a library, the nucleus of which is a group of three notable collections on the history of medicine given to the university by Harvey Cushing, J. F. Fulton, and A. C. Klebs.

THE MIDWINTER MEETING

A.L.A. Reorganization

The 1939 midwinter meeting of the American Library Association will become a landmark in the profession of librarianship, not because it registered the largest attendance on record—over 1000 librarians—but because the A.L.A. Council adopted the final report of the third Activities Committee with only minor revisions. This represents a great achievement. Much credit for what happened is due Charles H. Brown and his committee.

The report represented a reasonable forward step in the improvement of the professional organization of librarians in America and Canada. It was so well received largely because it had been evolved by democratic processes of extensive discussion and conference, thus giving all members and groups in the A.L.A. a hearing.

The meaning of this reorganization of the A.L.A. for the A.C.R.L. and its membership has been outlined by John S. Richards in this issue of the journal.

The interests of college, university, and reference librarians were well represented in the several programs that were developed at the recent midwinter meeting of the A.L.A. At least five sessions were devoted to problems of professional concern to the A.C.R.L. and kindred groups.

Audio-Visual Aids Stressed

The Subsection for Libraries of Teacher-Training Institutions developed a most stimulating program on the subject "Audio-Visual Aids and the Library." The chief paper at this session by Dr. Shane is published on pages 143-46, 169. Lucy S. Bell, secretary of this Subsection of the A.C.R.L., has supplied the following summary of the round table discussion that followed Dr. Shane's paper.

"The presiding officer was Donald Bean of the University of Chicago Press, and participants were Mr. V. C. Arnsperger, vice president of the Erpi Classroom Films; Mrs. Lavinia Schwartz of the Columbia

Broadcasting System of Chicago; Herman H. Fussler of the University of Chicago Libraries; and Louis Shores of George Peabody College for Teachers.

"All members of the discussion group were in agreement that the care of audio-visual materials was the responsibility of the librarian, and that such materials should not be utilized to replace the book but to enrich and supplement the book collection. With these materials in the library the librarian is able to save the teacher much time, and no overlapping of the function of the book will occur if the librarian is familiar with both fields.

"Mrs. Schwartz, in speaking of radio relationships, made the point that the librarian must be a radio listener and must be familiar with the programs related to the classroom. If her attitude is a sympathetic one, her library service may be increased immeasurably. Dr. Shores suggested that the broadcasting stations do more in preserving famous radio speeches by making permanent victrola records. Mrs. Schwartz replied that this was now being done and that it would be even further developed at a reasonable cost to libraries.

"In the discussion on films in the library, Mr. Arnsperger stated that such material could be used as a springboard into new experiences, but that it should be used for a well defined purpose which both teachers and pupils should know in advance of the showing of the films. He was of the opinion that proper integration throughout the school curriculum could be made only by the librarian who was the one person who could keep in touch with the film production. Mr. Fussler spoke of microfilms as an extension of print in reproducing textual material.

"The discussion was summarized by Mr. Bean in the statement that nothing will ever take the place of the book, but that audio-visual materials, while not a reading process, have an important reading relationship."

Making and Distribution of Reference Books

Margaret Hutchins, secretary of the Reference Librarians Subsection of the A.C.R.L., reports that at the meeting of that subsection about two hundred and fifty persons listened attentively to addresses by representatives of three well known reference books on "Some Aspects of the Making and Distribution of Reference Books." The speakers, introduced by the chairman, Charles F. McCombs, were Mitford M. Mathews, assistant editor of the *Dictionary of American English*; Walter Yust, editor of the *Encyclopaedia Britannica*, whose paper on "The Revision of Encyclopedias" is presented in this issue; and Mr. F. E. Compton, who, with some changes and abridgements, repeated for a more widespread audience the Richard Rogers Bowker Memorial Lecture which he had recently delivered at the New York Public Library on the history of subscription book selling. The lecture has been published in the December, 1939, issue of the *Bulletin of the New York Public Library* and also as a separate by the Compton Company under the title *Subscription Books*.

Dr. Mathews pointed out that, from the point of view of the lexicographer, the most interesting aspect of dictionary making in the nineteenth century was the utilization of what is known as the historical principle. The great German dictionary embodying this feature was begun in 1838, the beginning of the monumental Dutch work of a corresponding kind came in 1850, the great *Oxford English Dictionary* was begun in 1858, and the first part of the Swedish historical dictionary appeared in 1893.

The historical method was likewise used in the study of American English when in 1925 Professor William A. Craigie, later Sir William, one of the editors of the *Oxford English Dictionary*, came to the University of Chicago and began the collecting of material for his dictionary. With the assistance of graduate students and interested volunteers the works of American authors—diaries, court records, magazines, almanacs—were read and excerpts

made of words and their contexts to be used in the completed dictionary.

After about nine years of collecting, actual editing began in 1934 and the first part appeared soon thereafter. Up to the present eight parts have appeared. It is planned to complete the work within the next three or four years and to bind the twenty parts into four volumes.

About thirty-five members remained for the short business meeting, which was held at the close so as not to detain the speakers. The reading of the minutes of the San Francisco meeting was dispensed with. The chairman referred to the first issue of *College and Research Libraries* for a report of the four reference projects presented at that meeting and noted that the H. W. Wilson Company had prepared sample pages of a proposed cumulative biographical service.

Mabel L. Conat, member of the A.C.R.L. Publications Committee, outlined the purposes of the new journal, *College and Research Libraries*, as a medium of (1) communication between subsections, (2) publication of significant papers, (3) news regarding experimentation and research, and, of special interest to reference librarians, (4) reviews of reference books and aids.

Dr. Shores made a general appeal for the help of members of the subsection in bringing to the attention of the editors of the department on reference books and aids not only new publications but also local card indexes in libraries.

On the request of Mary R. Cochran, chairman of the committee appointed in 1937 to represent the interests of reference librarians in the A.L.A. reorganization plans, this committee was discharged by the chairman of the subsection.

Mr. McCombs asked the members of the subsection to send in suggestions of topics for the annual meeting in Cincinnati in May.

College Librarians of the Middle West Dissolve—Back A.C.R.L.

Anna M. Tarr, temporary secretary of the meeting of College Librarians of the

Middle West, gives the following account of the session of this group:

"In the absence of Chairman Mary C. Venn, Oberlin, the secretary, Clarence S. Paine, Beloit, called the meeting of the College Librarians of the Middle West to order. The chair appointed Anna M. Tarr, Lawrence, as temporary secretary.

"Joseph Rounds gave a most interesting paper on 'Libraries in a War Economy.' Mr. Rounds was at Geneva the last year and a half and had an opportunity to study and observe both at home and abroad various aspects of world affairs and their effects upon libraries. He urged librarians to re-examine their organizations, and to discover any wastes and inefficiencies in their organizations so that our libraries may be kept open, all essential functions operating in the best possible way.

"Bernard Van Horne, Hayes Memorial Library, Fremont, Ohio, sketched briefly the origin of the Rutherford B. Hayes Library, stating the collection is one of the finest libraries of Americana in this country. The library has been made possible by President Hayes' son, Colonel Webb C. Hayes, who gave the entire collection, with a twenty-five acre estate and a generous endowment to the state of Ohio. The speaker strongly urged librarians to suggest and encourage ways to make this memorial a real bibliographical center on the reconstruction period in the history of the United States.

"The third item of the program was the report of the third Activities Committee in its relation to the college librarians. The panel discussion was led by Errett W. McDiarmid, Jr. The other members on the panel were Mrs. Vera S. Cooper, Mr. G. W. Sandy, and Mr. Paine. Dr. McDiarmid urged college librarians to support the new quarterly, *College and Research Libraries*, as well as to pay the annual dues of one dollar to the A.C.R.L. He presented the major points of the reorganization committee's report and after discussion and clarifying of questions raised by the panel members the meeting was turned back to the acting chairman.

"In the absence of a nominating committee or any instruction from Chairman Venn, Mr. Paine proposed that Miss Venn be continued as chairman for the coming year.

"Charles H. Brown, Iowa State College, moved that both incumbent officers be reelected. In the absence of any objections the motion was considered as carried.

"Acting upon suggestion from the chair, a brief discussion on dissolving the organization was followed by a motion from Edward A. Henry, University of Cincinnati, that the College Librarians of the Middle West disband and its membership lend all their support to the Association of College and Reference Libraries until such time as that group is functioning at full force under the reorganized A.L.A.

"In the discussion it was emphasized that when and if the time came that a real need was again felt for an organization of middle western college librarians that the present group be reorganized as a section of the A.C.R.L.

"The motion was seconded by Glenn R. Maynard, librarian, Butler University, and carried."

University Libraries Subsection

In the absence of Nathan van Patten, the chairman of the University Libraries Subsection, M. Llewellyn Raney presided at the meeting. The program that had been planned by Dr. van Patten covered two topics: the first embodying a brief survey of the subject of faculty status of members of college and university library staffs by James A. McMillen, whose paper is printed on pages 138-40; the second being a paper on "Higher Education in the Gilded Age" by Stephen A. McCarthy of the University of Nebraska Libraries.

The Association of Research Libraries also held a dinner meeting. This was a closed meeting, open only to representatives of the institutional members of the association and others who had been invited to attend.

MINUTES OF THE ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES BOARD OF DIRECTORS MEETING AT CHICAGO

The Board of Directors of the Association of College and Reference Libraries met for dinner in Private Dining Room H of the Drake Hotel in Chicago on Wednesday evening, December 27, 1939, at 7 o'clock. Those present were President Windsor, Treasurer Danton, Secretary Lewis, and Directors Conat, Coney, Johnson, McCombs, Shores, and VerNooy. Lucy S. Bell, secretary of the Subsection for Librarians of Teacher Training Institutions, was present representing Director Russell and Charles H. Brown, librarian, Iowa State College, and A. F. Kuhlman, director, Joint University Libraries, Nashville, Tennessee, and editor of *College and Research Libraries*, were also present by invitation. A business session was held immediately following the dinner.

On motion the reading of the minutes of the previous meeting was omitted, since they had been published in *College and Research Libraries*.

Mr. Coney presented a report of progress for the Committee on Constitution and By-Laws in which mention was made of proposed amendments to the by-laws now in the hands of the committee which could not be reported out until the annual meeting.

It was voted to instruct the committee to prepare a new Constitution and By-Laws based upon our present by-laws for presentation to the Board of Directors and the Association of College and Reference Libraries at the Cincinnati meeting, to include provisions made necessary by the adoption of the third Activities Committee report by the American Library Association.

President Windsor presented the report of the committee on the "American Library Association Third Activities Committee Report" approving the report and its proposals and urging their adoption by the American Library Association.

It was voted to admit members to the

proposed Association of College and Reference Libraries Division of the American Library Association earning salaries of \$1200 or under (\$2 members) without American Library Association quota to Association of College and Reference Libraries.

It was voted to instruct the secretary to present the following amendments to Sections 50 and 54 of the third Activities Committee report at the Council meeting:

Amendment to Section 50—That divisional members of the American Library Association shall have the option of substituting their divisional publication for the American Library Association *Bulletin* or for the American Library Association *Handbook* and *Proceedings*.

Amendment to Section 54—That institutional members of the American Library Association shall have the option of substituting a divisional publication for the American Library Association *Bulletin* or the American Library Association *Handbook* and *Proceedings*.

Chairman Kuhlman presented the report of the Committee on Publications indicating the steps taken towards the budget provision, establishment, and publication of the new journal—*College and Research Libraries*.

It was voted to approve the title as proposed.

It was voted to approve the subscription plan and express appreciation to Chairman Kuhlman and his co-workers for the journal.

It was voted to approve the proposal of the secretary to postpone the progress report of the Committee on Interlibrary Loan until the Friday afternoon session of the Association of College and Reference Libraries in order to provide opportunity for discussion on the new code.

Chairman Shores presented a progress report for the Committee on Budget, Compensation and Schemes of Service.

It was voted to postpone Dr. Shores' request for a possible emergency appropriation for a mail vote when and if the emergency should arrive.

It was voted to approve the following budget for 1940:

<i>Income</i>		<i>Expenditures</i>	
Balance, Jan. 1, 1940 ap-		Publications	\$ 600
proximately	\$1,000	Subsection expenses	350
Memberships \$700 or \$800		General program	100
		Secretary's expenses	100
Total	\$1700 or \$1800	Treasurer's expenses	150
		A.L.A. Contributing membership	25
		Total	\$1,325

It was voted to recognize the calendar year as the fiscal year for the Association of College and Reference Libraries.

It was voted to permit subsections to hold more than one session of their group at the annual conference if they so desire.

It was voted to refer the matter of closed subsection meetings to subsection action.

It was voted to refer the problem of Special Library Association college and university departmental meetings and groups to the chairmen and secretaries of the Subsections concerned.

It was voted to postpone the proposal for a periodical exchange presented by Director Shores for Dr. Neil Van Deusen for consideration at the Cincinnati meeting.

It was voted to appoint the president and secretary as a special committee on program for the general session meeting at Cincinnati with the addition of two Cincinnati librarians. These Cincinnati librarians—Edward A. Henry, director of libraries, University of Cincinnati, and Mary R. Cochran of the Cincinnati Public Library—were afterwards appointed as the Cincinnati representatives.

It was voted to instruct the president to appoint an auditing committee.

It was voted to request Chairman Kuhlman to establish a publications committee all of whose members must be members of the Association of College and Reference Libraries separate from the editorial board of *College and Research Libraries* in order to admit members to the editorial board who might not be members of the Association of College and Reference Libraries.

It was voted to adjourn.

WILLARD P. LEWIS, *Secretary*

News from the Field

(Continued from page 179)

instruction and practice in the use of the library.

Robert W. G. Vail, librarian of the American Antiquarian Society, Worcester, Mass., has been appointed director of the New York State Library at Albany, N.Y. Mr. Vail is a graduate of Cornell University and of New York Public Library School. He has served on the staff of the New York Public Library and as librarian of the Minnesota Historical Society and of the Roosevelt Memorial Association. He was editor of Sabin's *Dictionary of Books Relating to America* from 1929 to 1936.

Appointment of Carl M. White, university librarian and chairman of the Divi-

sion of the Library and Library School at the University of North Carolina, as director of the University of Illinois Library and director of its Library School has been announced, to become effective September 1, at which time Phineas L. Windsor retires from active university service. Dr. Windsor has been in charge at the University of Illinois Library since 1909.

WILLARD P. LEWIS, *Secretary*
Association of College and Reference Libraries

Pennsylvania State College Library
State College, Pa.

NOTE: These news items are intended to be interesting, recent, and helpful. They are necessarily brief because of space limitations. Suggestions for the improvement of the notes, and additional items, will be welcomed by the secretary.

DIRECTORY OF MEMBERS Association of College and Reference Libraries as of January 2, 1940

College Libraries

- ADAMS, ARTHUR, in. Trinity Coll. L., Hartford, Conn.
 ADAMS, ELLEN F., asst. in. Dartmouth Coll. L., Hanover, N.H.
 ADAMS, MARIAN F., in. Albion Coll. L., Albion, Mich.
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